

**SAFETY**

FEBRUARY 1954

Two Sections • Section One

# *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



FEBRUARY—MONTH OF FAMOUS BIRTHDAYS  
See Editor's Notebook

## EDITOR'S NOTEBOOK . . .

February—the month of birthdays of two of our nation's most famed and respected leaders—the month of Valentine's Day and International Wheat Bread for Toast Week—is once again upon us.

By this time, we have settled down from the holiday mood and are resolutely turning our thoughts to the problems of winter in our schools—problems of maintaining safe sidewalks and corridors in the face of snowy and slushy weather, problems of keeping youngsters interested in safe actions during the mid-winter let-down, problems of winter-time safety which must be faced and solved if we are to hold our accident rates down and even to improve them over those of last year. February is the month when winter looks as if it will never end. Maybe that's why it's the shortest month of the year, and March, with its promises of spring, is quick to follow.

When a rural school teacher, Mrs. Blanche Kezar of Belvidere, South Dakota, told us a harrowing story of her experiences while stranded with her students in a one-room school during a raging blizzard, we couldn't help asking her to write them down for the readers of SAFETY EDUCATION. You will find her fascinating account on pages six, seven and eight, written in the same simple style in which she told it to us—and teaching a real safety lesson, to keep emergency supplies on hand in case emergencies like this one arise.

The teaching of gun safety is important at all times of the year, and in this February issue we've brought you an article, on pages two, three and four, about a gun safety course which is taught students *during regular school time* at Graveraet High School in Marquette, Michigan. We know it will be interesting to you to see how they teach a course in hunting safety—and what that course includes. You may want to consider such a course in your school, if the hunting safety problem is great.

The world of Sputnik has entered all of our lives, and with it has come a new hazard, that of youngsters setting off home-made rockets to the extreme danger of themselves and their playmates. Read "What Price Sputnik?" on page five for a sane appraisal of safety in scientific research today.

We hope that you will let us know of safety programs in your community's schools which you feel would be of interest to your fellow safety educators throughout the country. Only in that way can we tell you of other *new* and *imaginative* ways of teaching in every area of safety. The teaching of safety, as of everything else, needs imagination to keep it alive and interesting to the student as well as the teacher.

BEVERLY THOMPSON

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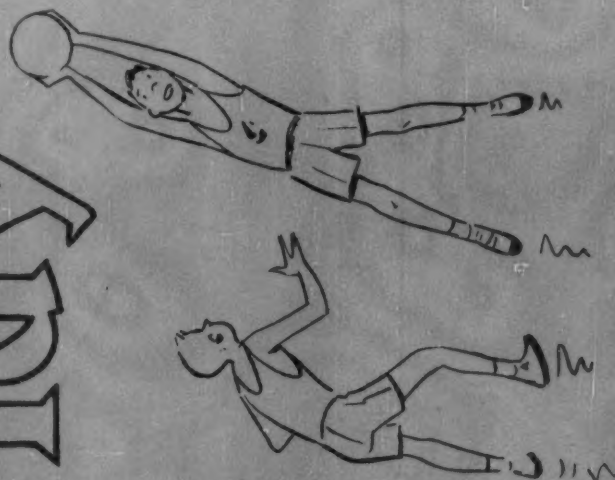
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# Safe Play





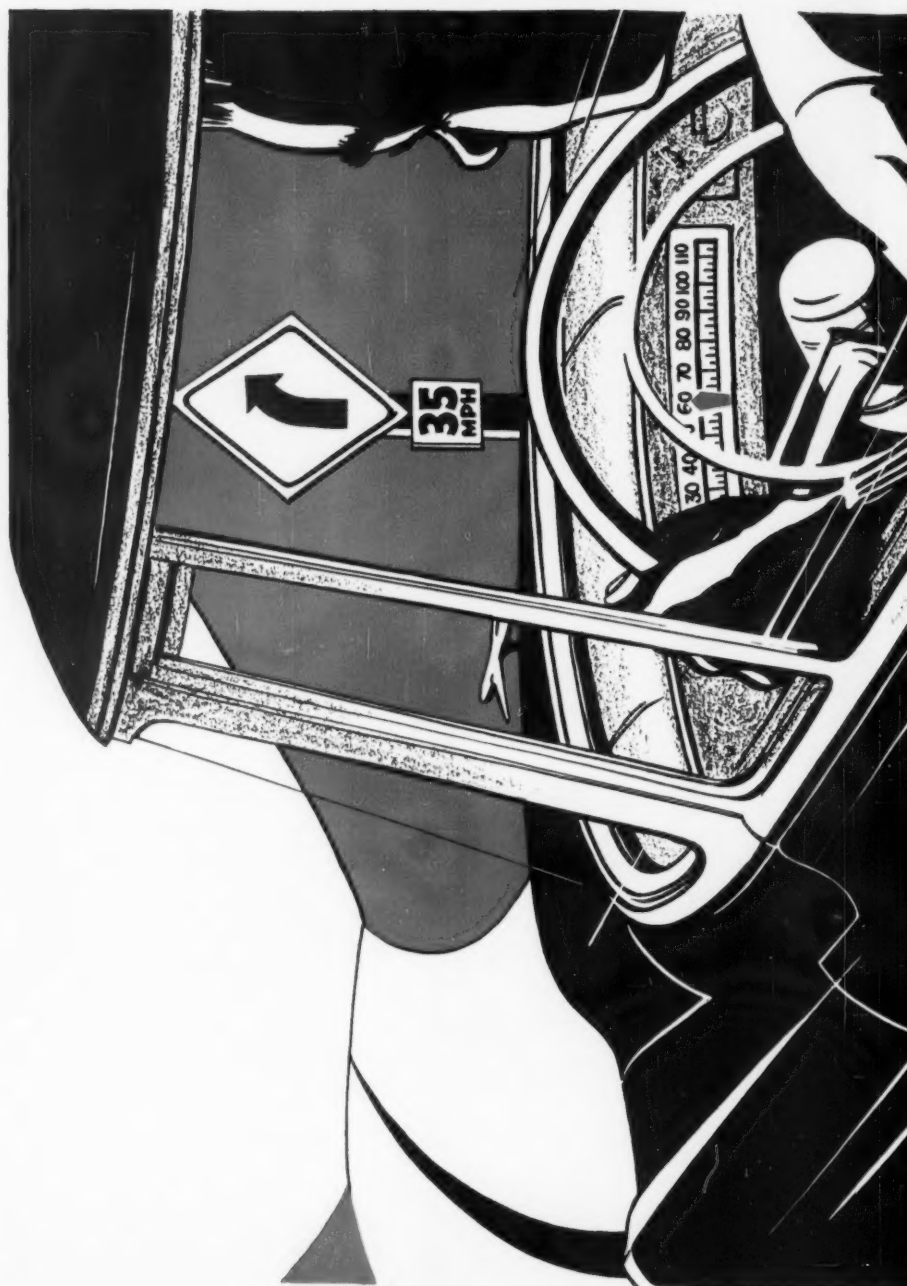



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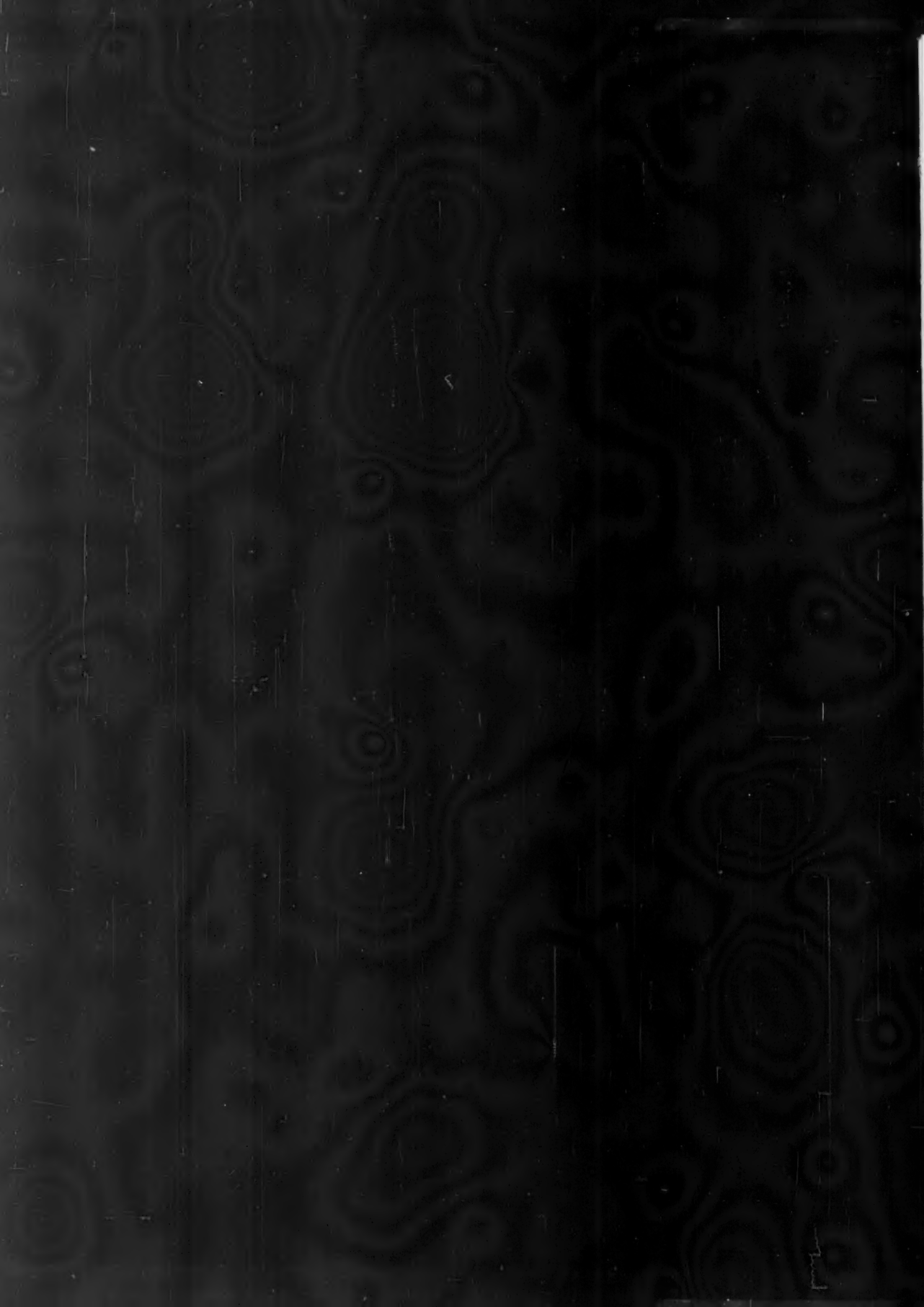
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# S A F E T Y

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVII No. 6 Section One

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## CONTENTS for FEBRUARY, 1958

### Of Specific Interest

#### Elementary

<i>Blizzard-Bound in A Rural School</i>	
—Mrs. Blanche Kezar	6
"Look, Mom, I'm Driving!"	
—forum-in-print	10
Safety . . . The Challenge Of A Full Life	
—James Mann	11
Elementary Safety Lessons	
—Ruth Jewell	27

#### Secondary

<i>We Teach Gun Safety On School Time</i>	
—Paul Kotila	2
TV in Driver Education	
—Harry Hannum	14
Operation Auto Safety	
—Jack E. Moore	40

#### College

<i>Watch Out—When College Students Decorate!</i>	
—Charles Easley	20
Target: Campus Safety	26

### Of Interest to All

<i>What Price Sputnik?</i>	
—Wayne P. Hughes	5
One of The Greatest Crusades	
—Warren Meland	8
Spotlighting Dangers for Physical Education Students	
—Harry D. Edgren	16
Cigarette Fire Hazards	
—safety education data sheet number 86	18
Bulletins	35
Views and Reviews	39

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**By Paul Kotila**

*Principal*

*Graveraet High School  
Marquette, Michigan*

**G**RAVERAET High School's hunting class originated in the fall of 1953, when Mr. Bert Lampson, an instructor in manual arts who was also a member of the National Rifle Association, Milton McGowan, then assistant principal, and I, as conservation instructor in the school at that time, decided the school had to do something to help curb the hunting accidents which were killing and injuring many of our young hunters.

The year before had been a particularly tragic one in hunting. With shorter working hours and longer week-ends, people were sampling the delights of the out-of-doors in ever-increasing numbers with their sons and daughters, and many of them, unaccustomed to the use of the guns, were getting killed.

Take a look at ACCIDENT FACTS, the National Safety Council's yearly census of accidents that kill and injure people in the United States. Firearms deaths are in sixth place nationally among the chief types of accidents that kill. And, through the years, these accidents have involved many, many more young people between the ages of 5 and 24 than any other age group. So it is among this age group that we must work to prevent firearms deaths and injuries—and where is there a better place but in the school, where sportsmanship and good citizenship are stressed throughout the curriculum, in sports as well as in other areas?

The three of us felt that some sort of a course of study in gun and hunting safety was important enough to merit school time so that all students could take it if they so desired.

A six-weeks course of study, including all aspects of gun and hunting safety, was outlined by the three of us in a planning session. The course would run for six weeks, classes would be held twice a week, and students who took the course and did well in it would be given three days off from school, either consecutively or one at a time, to go hunting.

Little did we realize that the boys and girls would be so enthusiastic about such a course, when we explained it in detail at an all-school assembly. All students, whether they hunted

or not, were urged to take part. At this point, parents of all our students received a letter in the mail setting forth our reason for offering the course, noting some of the areas that would be covered, and ending with the appeal: "The school staff hopes you will encourage your son or daughter, who desires to go hunting, to take advantage of this opportunity."

When registration time came that first year, we had 188 students apply for the course. Fifty-six of them were girls. At the first session, two conservation officers discussed gun safety and applied gun handling to actual situations hunters encounter in the woods. This meeting set the pattern we had planned: a recognized expert would speak to the students and the last few minutes of the class would be given over to a question period. The questions asked were good ones. Although the class itself was scheduled to run 42 minutes, many times it went on longer as students sought to gain more information from public officials to whom they would never have a chance to talk otherwise.

The second session was devoted to small game management, dealing briefly with rabbits, grouse, squirrel and migratory fowl and delving into facts about habitat, customs, types of food eaten and their general availability in the vicinity. Speaker for the session was a game biologist from the state conservation department.

A discussion of game laws by another conservation department official pointed out the current laws in effect, with special emphasis on their interpretation to young hunters of 18 years old or younger, in another session of the class.



Laws and cases that had any bearing on hunting were discussed in the fourth session, on law enforcement. Students learned what was involved in suspended sentences, parole and probation, and also how law enforcement officers interpret the state laws.

A local doctor who is an ardent hunter came to school to present the fifth class, on first aid. Elementary first aid, such as the treatment of shock, the application and removal of tourniquets, artificial respiration and emergency carries were discussed and demonstrated.

Other sessions which were included in the course were:

▶ *Gun Care.* A session which pointed out different types of guns and ammunition, as well as the importance of proper cleaning and storage.

▶ *Compass Reading and Map Orientation.* The proper reading of a compass and elementary map reading. Part of the session was devoted to what and what not to do when you're lost.

▶ *Management of the White-Tailed Deer,* a species which is prevalent in our area. This included summer and winter habitat, the dangers involved in hunting these animals, and the regions they frequent.

▶ *How to Dress and Care for Your Game.* A local butcher helped us on this. Charts and illustrations were used to supplement the discussion, and recipes for dishes using wild game were distributed.

▶ *Proper Clothing and Outdoor Tips.* This was handled by an instructor from the school

staff, and featured demonstrations of the proper clothing to wear. The last two sessions of the course were given over to a written examination.

During that 1953 season, 56 of the students went deer hunting, and 11 shot their bucks. The following year, 101 boys and girls went hunting, and 22 brought a buck home. There was one hunting accident each year—and one of these was unavoidable.

Because the results showed that this course had been well worth while, we have continued it as part of the comprehensive conservation education program at Graveraet High School.

We feel that valuable end-results in a course of this type are:

- ▶ it develops reliability and independence;
- ▶ it develops self-discipline and sportsmanship;
- ▶ it teaches students the proper and safe method of handling firearms;
- ▶ it develops an appreciation of the out-of-doors, and
- ▶ it brings about an understanding of state game laws and the reasons for their enforcement.

About the richest heritage a man can leave to this world is an educated family—educated not only in the sense of achieving a high standard of living but also in the appreciation and enjoyment of an enriched recreation. As teachers, we have been taught that one of the cardinal principles of education is teaching boys and girls the worthy use of leisure time. If we sincerely believe this, the inclusion of hunting

*(Continued on next page)*

# We Teach Gun Safety On School Time

As a sport, hunting and gun safety deserve a place in the curriculum along with football and basketball, says this high school principal. Read this account of a six-weeks course in hunting, a part of a comprehensive conservation education program.

Conservation officer Alger Lahti demonstrates correct handling of the gun in the field to three Graveraet High School students enrolled in the gun safety course.

## We Teach Gun Safety On School Time

(Continued from page 3)



as a sport in the school curriculum, just as baseball, football and basketball are included, is justified.

This type of training may be integrated in special classes, as we have done it, or it may be accomplished during extra-curricular time. To be really effective, however, the program should be made compulsory for all first-year hunters and made available for all other students.

From our experience, we have found that parents and the community should be made aware of the program offered by the school by means of a letter to parents and newspaper publicity outlining the objectives of the course, and indicating what is to be taught, and by whom. If pupils are excused from school to go hunting, parents should be told what standards must be met by the student before he is allowed to take hunting time.

As I mentioned before, our hunting safety course is a part of a comprehensive conservation education program at Graveraet High School. In the first year of our conservation courses, we offer units on forests, soil, water, wild-life, minerals and human conservation. Each student in the class has a project of his or of her own choosing to help in his own interpretation of the course. Speakers, films and field trips also help to make the course more interesting.

We offer a second-year course in conservation too, in which we stress wild life—game, migratory and song birds, game and fur-bearing animals and fish. Besides our class in hunting, we also have a fishing class which explores the subject of fish management and its history, fishing laws and regulations, and demonstrations in the arts of fishing, spinning and casting.

We are fortunate in having a school forest, consisting of 120 acres, about 10 miles from the school. We have gradually been replanting this forest with trees which are uniquely suited for the soil there.

We are convinced that this type of a program gives the student a new insight to our outdoor world. It will not only make him a safer, more efficient hunter but a better sportsman in a world where, many times, good sportsmanship is lacking. With this better understanding will come a new curiosity about God's great outdoors and a deeper appreciation for the wild life and beauties of nature in all seasons of the year.

## Surgeon Warns Against Freezing

**T**HE hand is not quicker than Jack Frost, notes a prominent insurance surgeon, warning that fingers and toes should be given extra protection against winter's harsh weather.

"The chief medical problems encountered during cold weather are frostbite, trench foot and immersion foot," states Dr. N. Gillmor Long, chief surgeon for Lumbermens Mutual Casualty Company and American Motorists Insurance Company, divisions of the Kemper Insurance group.

These injuries cause swelling, burning with redness and subsequent pain; allowed to progress, small multiple clots form.

Frost bite results from actual icing of tissues, just as if they were stored too long in refrigerator quick-freeze compartments.

Trench foot, which was seen in large numbers in the African and early Italian campaigns of World War II, is caused by repeated standing in wet, cold places in lowered temperatures. Tight shoes and clothing lower circulation and accelerate heat loss.

Immersion foot describes exactly what takes place—immersion of hands or feet in cold water. It will not follow a single exposure, but rather repeated, daily contacts.

Any complaints of numbness or tingling should be carefully checked, and all such cases should be seen early by a physician, according to Dr. Long.

# What Price Sputnik?

## Rocket Explodes, Kills Teacher; 13 Injured

FLOYDADA, TEXAS (UP)—A homemade rocket exploded like a hand grenade as a physics class huddled around it outside Floydada High School Wednesday. The teacher was killed and 13 students were injured, two of them critically.

The teacher, Garland Foster, 47, had stooped over the rocket and was lighting the end of it with a match when it exploded, hurling fragments in all directions. Foster caught the brunt of the charge and apparently died instantly. He was married and the father of four children.

Keith Hollums and Jerry Crawford, both 18, suffered multiple injuries and were taken to a Lubbock hospital in critical condition.

Eleven other students were taken to two Floydada hospitals with various minor injuries. Nearly all suffered leg lacerations, but some of them had scalp wounds. The rocket, built in three days, was encased in a piece of pipe one foot long and a half-inch in diameter. Packed inside to set it off were carbon, obtained from powdered sugar, potassium chlorate and sulfur. It had a very short fuse.

The pipe-rocket was attached to a pair of roller skates with binding twine. The apparatus was then placed on a pair of scales on the sidewalk outside the school building. The scales were to register the amount of pressure exerted when the rocket made its thrust.

A student said it was supposed to shoot along the ground. If it worked, he said, another rocket would be built to be shot into the air.

The explosion knocked out windows in the building and shattered the sidewalk under the rocket.

*(News story of the United Press printed in the Chicago Sun-Times December 5, 1957)*

It is a well-known fact that in time of disaster, panic greatly increases the death toll. Are we in danger of allowing panic over Russian advances in science to cause us to lose our scientific potential through accidents?

Pioneering in science involves risks by its very nature—risks that are well worth taking. Like calculated risks in war, these risks must be worth the end product of scientific achievement. But from what we know of the exceptional safety record of explosives manufacturers, chemical makers and producers of radiological products, can't we assume that the values of scientific research *can* be retained *while safety is assured for the researcher* every step of the way?

As we rush to expand our pursuit of scientific knowledge, by enlarging our school laboratories, increasing the number and quality of our science courses, and in every way teaching more science to better trained students, doesn't it follow that we must accomplish all this in accord with the basic American principle that human life is our most precious commodity in any endeavor? Don't the marvels of our scientific history indicate that the greatest scientific developments come hand in hand with safety in the developmental process?

Americans will push forward to the best developments in science that the world has known—that much seems assured by the alacrity of their demand that private and governmental development in science be rushed to meet the challenge of Sputnik. In line with our past successes in scientific and technological development, and our history of concern for human values, it follows that Americans will make this progress without sacrificing the lives and health of those who are the prime developers of the bounty of scientific achievement.

They must—or the result will be chaos.

WAYNE P. HUGHES

*Director*

*School and College Division*

*National Safety Council*



## Blizzard-Bound

By Mrs. Blanche Kezar  
Teacher  
Elementary School  
Belvidere, South Dakota



The author's school, where she and her pupils spent two anxious days in a roaring blizzard.

IT WAS a quiet Monday morning, January 21, 1952, near the tiny, wind-swept town of Belvidere, in western South Dakota. A small amount of snow lay on the ground. We had had some cold weather, but this morning the air was almost balmy.

We gathered at the small one-room rural school where I teach. As was the custom, the parents drove their cars or pick-up trucks to bring the 11 children to school, then hurried home to do their daily livestock feeding. Mr. Vollmer, one of our patrons, had moved his milk cow to a neighbor's place beyond the school house. He delivered his two children at school, and went on to milk and care for his cow.

School started at 9:00 a.m., as usual, and of course we were all busy getting the day's work started. It was about 9:20 when one little girl mentioned to me that it sounded as if the wind was starting to blow. I glanced outside, noticed that the wind *did* seem to be picking up some, but was soon lost in my work again. I did not notice what was happening until 20 minutes later, when I heard the outside door open and someone come in. I stepped outside.

There were Mr. and Mrs. Vollmer and their three-year-old son, Wayne, returning from their chores. I also became aware that a howling, raging blizzard had descended upon us. It had come out of nowhere in 20 minutes!

The blizzard was one of those storms that South Dakota is noted for, but, though I've lived here for 50 years, I had never seen any like this one. In a short space of time, the raging wind and snow had become so severe that the Vollmers had had trouble finding the school house. Now that they were there, they were forced to stay. I was so thankful for this many times in the next 36 hours!

The storm had descended upon us so rapidly and furiously that none of the parents dared risk driving to the school after their children. They hoped that the wind and snow would abate during the day—but it didn't. It grew worse, if such a thing were possible. The wind howled and shrieked. The snow came down like a wall around us, and the temperature plummeted to 19 degrees below zero in minutes.

Though I could see the worried feelings I held reflected in the eyes of Mr. and Mrs. Vollmer, we did not let the children know how we



# n A Rural School

felt. There was nothing we could do about it!

We were warm because we had an oil-burning heater and plenty of fuel oil. We had no electricity, nor, in fact, did we have any kind of a light in the school. Neither did we have a telephone, and the nearest home was two miles away. We did have a cistern near the building, and had filled our stone water fountain just that morning.

We spent Monday having our regular classes. At noon, I warned the children that they should try to save part of their lunches, because if the storm didn't let up we might have to stay in the school overnight. We talked about it jokingly, and no one became alarmed. Fortunately, the children went along with the game and saved parts of their lunches.

Another of our "unmodern conveniences" was our outdoor privy. This was no problem with the boys—they could just step outside. At noon, I took all six of the girls out at one time. I managed by covering up their faces and leading them. But by the time I'd shepherded them back into the building, I knew that I must never try *that* again! It took two trips to get them all back, and by that time my own limbs were frosted until they were white. After that, I improvised an indoor bathroom, placing a pail in the corner of the entryway.

When our day's session was over at 3:30, it was almost dark. We knew then that we were going to have to stay at the school overnight. The storm raged on. The remaining food from the lunches was consumed. We were fortunate to have about one-and-one-half gallons of milk with us—the milk that the Vollmers had brought that morning. This we doled out, half a glass at a time.

We moved desks against the wall and made as much sleeping space as possible while we could yet see. It was too cold on the floor for anyone to lie there. The teacher's desk was one of those old-fashioned types with a rail around

**In 40 minutes, a sunny Monday morning became a turmoil of wind and snow. There was no way of getting the children home, no food stored, and only primitive heat in this tiny rural school house. Let this unprepossessing teacher tell you how she and her pupils lived through two days of a roaring South Dakota blizzard. . .**

three sides of the top. By clearing it off, we had an ideal place for two little second-grade boys to lie. I sat in front of the desk to keep them from rolling off of it. I held the first-grade boy on my lap, and a little girl sat nearby with her head on my knee.

After everyone was settled for the night, we sang songs, told stories, jokes and riddles and played all of the games we knew.

All went well until the stove decided to act up. A downdraft would nearly put the fire out—then it would puff and start up again. This was alarming. We were afraid the stove might explode. We might have to get out of there—but where would we go?

There was an empty teacher's cottage nearby, with nothing in it but an old stove. We dressed the children in their coats and overshoes, preparing to take them to the teacher's cottage if our stove failed. We were ready to burn books, desks or even the building, if necessary, to keep the children warm. The room thermometer registered 38 degrees above zero.

But we did not have to move out. God had heard our fervent petitions. The stove began to behave again. The condition that caused the downdraft went away as mysteriously as it had come, and for the remainder of the time we were quite comfortably warm.

Somehow the long hours passed, and morning came, with the storm raging as furiously as ever.

*(Continued on next page)*

## Blizzard Bound in A Rural School

(Continued from preceding page)

The children had their breakfasts—a half a glass of milk each! They were such brave little soldiers. Not a whimper from any of them!

Tuesday went on, with games and stories and such. We did not try to have classes.

At 10:00 a.m., two fathers managed to get to the school. With two teams of horses on a bobsled, it had taken them five hours to come three miles! They had intended to take us all on the sled to the nearest home, but by the time they had arrived, plans had changed. The storm was too severe. However, they *had* brought some food and some extra clothing and bedding. Even though we did have to remain at the school, we were more comfortable.

Later in the morning, another father and a trucker who had been marooned at his place arrived at the school house. They had followed a fence through the snow, pulling a child's sled on which they'd brought more food.

By bed time Tuesday, everyone was in fine spirits. The storm had ended late Tuesday afternoon, almost as quickly as it had started. We knew, however, that no one would be able to get through the drifts to reach us, and we would have to spend another night at the school. We fixed up some fairly comfortable beds, or, at least, places to sleep, and were just settling down—when one of the children glimpsed a flashing blue light coming towards us from two miles across the prairie! The snow plow, with a crew of 15 men, were coming after us!

When they arrived, we were ready and waiting to go with them. The two-way radio on the plow flashed word all over the area that we were rescued—and *safe and well!* As relieved as we were, I know that there were many anxious hearts in the community waiting and worrying as we did.

This was an experience I do not care to repeat. We are never assured, however, that we are exempt from another one. But after this I know that I, for one, shall be better prepared for emergencies—with, always, extra food and bedding supplies on hand as well as other necessities, including a flashlight.

Our school now has electricity. This will be a great help in case of another storm. And the teacher's cottage has been furnished; so there is a livable place close by.

I hope if some other unsuspecting teacher reads this story, it will help her to avoid having an experience as bad as this was. ●

IN 1958, the Boy Scouts of America will devote their good turn to safety!

This links the Boy Scouts and the National Safety Council together in what I am sure every one of us agrees is one of the greatest crusades in history—and I can tell you that the Boy Scouts are proud and honored to be part of the safety movement.

The *Safety Good Turn* is a major campaign within our own Boy Scout movement and also in the way we will affect the general public. To do it right—and that is the only way the Scouts like to do things—we will break it into bite-sized pieces. The plan of operation for the 1958 *Boy Scout Safety Good Turn* will be divided into these three groups: first, *Traffic Safety*; second, *Outdoor Safety*, and lastly, *Home Safety*.

Our first phase, traffic safety, will be emphasized during the months of March, April and May of 1958. At this time, each Cub Pack, Boy Scout Troop and Explorer Post will take part in a safety project in the automotive, bicycle, pedestrian, railroad or farm equipment area.

During June, July and August the emphasis will be on *Outdoor Safety*, with each unit taking part in either a water, fire, firearms or farm safety project.

The third group, to be completed during September, October and November, stresses *Home Safety*. Here, particularly, all units will participate in projects designed to alert the entire family to being prepared to make safety a very personal and fundamental part of everyday living.

If the *Safety Good Turn* does nothing more than alert the Scouts and their immediate families, we can bring safety to 18 million people directly, more than *one-tenth* of the population of this country!

The 1958 *Safety Good Turn* then becomes a challenge to every Scout and Scoutleader in the nation. We know we must promote the proper attitudes toward safety practices in traffic, outdoors and in the home and give everyone the opportunity to put into action the motto "Be Prepared."

We know that national programs are fine—but they must be carried to the individual. In Scouting, we like to say, "Learning by Doing" and through your help that is how this safety program will

Let Boy Scout Warren Meland of Explorer Post 2912, Chicago, tell you what the 1958 *National Safety Good Turn* means to the Scouts, what it *will* mean to the nation when four and one-half million safety-minded boys are turned loose in homes and communities. . .



Warren Meland is shown giving this talk before the National Safety Congress in Chicago.

## "One of The Greatest Crusades"

be carried out. Think what it will mean to have safety played up big by 100,000 Scout units in our country!

These projects must include interesting the youth and the public of our country in safety, making it apparent to everyone the urgent need for reducing the tragic toll of accidents, and, even more important, stimulating a public concern in the prevention of accidents. The Boy Scouts of America will cooperate with all safety organizations in individual, group, and community safety projects. We will make safety a part of our daily living, almost as much a part as eating, which I am sure no one forgets to do.

The Scouts are proud to have been called upon by the President of the United States to enlist in this campaign. It gives youth the opportunity to serve our community and our nation—in a significant manner—and, in a way we can be sure of accomplishing something. To have a part in the conservation of human life, to help influence other youth and their families, to reduce injuries and prevent accidents—all of this we will do.

Every Scout takes the Scout Oath. It starts, "On my honor, I will do my best to do my duty to God and my country."

With your interest and aid, four-and-one-half-million Scouts *can* and *will* do their best.●

### The School's Part in The Good Turn

**S**CHOOL officials are urged to make personnel and other facilities available to this program whenever this is possible and support it through bulletins, announcements, and other

methods consistent with the policies and programs of their school systems.

Recognition of the *Safety Good Turn* project and cooperation in its various features can be the basis for activities of student councils, parent teacher organizations, safety councils and other groups in or related to school affairs.

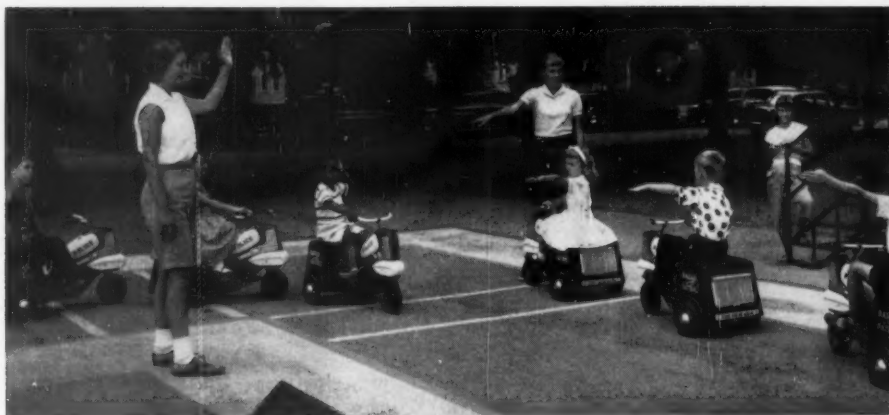
The cooperation of school faculties and students can be expected to be of value to the *Good Turn* project in:

1. arrangement and conducting of exhibits, demonstrations and assemblies for the project;
2. preparation and dissemination of information through various media;
3. assistance in recruiting, training and selecting speakers who can publicize the *Good Turn* in the many meetings held daily by civic, social and commercial organizations;
4. helping to establish the proper educational approach to the program as it is prepared for adults and the various other levels of interest and comprehension;
5. assisting Scout officials to uncover the adult and child leaders who will cooperate in making the program maximally effective; and
6. evaluation and future planning of safety programs, publications, etc.

#### A RETRACTION

The price of a packet of sample NSC materials to be used in the 1958 *National Safety Good Turn* was erroneously listed in the January issue of *SAFETY EDUCATION* as 25 cents. The packet is available for one dollar.

# "Look, Mom."



What is the value of school "driver training" classes, using miniature cars which the children drive, in teaching kindergarten and primary grade children the rules of traffic and pedestrian safety? A new program being carried out now in many schools and by outside organizations, this has started a hot controversy among educators as to its value in traffic safety education. Here is what seven U. S. educators have to say about it. . .

## RICHARD W. JONES:

SINCE our schools have pioneered in this type of program, we feel that there is real value in this activity. We have approached the whole project as a method of advancing the safety consciousness of children as well as a device to make teaching the basic skills more meaningful.

The Keokuk Pedestrian Education Program, which includes the "Pedal Car Project," is an important phase of the primary traffic safety education program.

The Keokuk schools, like many other schools, are continually confronted with the problems of bridging the gap between the child's safety needs and the opportunity to satisfy these needs which arise in the home, the school, and the community.

The project cuts across many subject areas and thereby becomes a part of the child's total

learning experience. It is a major motivating factor in the initial exploration of many learning areas. Our pedestrian education project has these advantages to offer:

- a. Children designed and constructed safety posters.
- b. Music became a part of the project when the children composed and learned safety songs.
- c. Muscle co-ordination was improved by the manipulation of the small cars.
- d. The discussion of regular safety posters and accident pictures from newspapers and magazines became a part of the language arts program.
- e. Children enjoyed writing safety stories and wrote individual thank-you letters to the school-assigned patrolmen.
- f. Children learned to read the words on standard highway signs and posters.
- g. The social studies were approached in a practical way when children learned to know and respect policemen. Children became more aware of the value of the school patrol; they learned the "what," the "why," and the "how" of becoming good pedestrians.

The safety of the individual child has become a part of the way of life of the youngsters of our city. Perhaps in another decade the whole safety aspect of our community will be changed.

# I'm Driving!"

Our contributors on this important question are: *Richard W. Jones*, Driver Education and Safety Director, Senior High School, Keokuk, Iowa; *Olga Adams*, Kindergarten Teacher Emeritus, Laboratory School, University of Chicago; *Thelma Bennett*, Principal, Garfield School, Phoenix, Arizona; *Robert J. Havighurst*, Professor of Education, The University of Chicago; *Walter J. Waetjen*, Professor of Education, University of Maryland, College Park, Maryland; *Stanley McKee*, Principal, Lincoln School, Highland Park, Illinois; and *Charles H. Dent*, Associate Professor, Curriculum and Instruction, University of Texas, Austin, Texas.

OLGA ADAMS: "Driver training" classes for kindergarten and primary children? How can that be justified? These children will not be able to use such training for some 10 to 12 years. What could be left of any information or skill which might have been exhibited?

Young children do not learn this way. John Dewey, some 50 years ago, gave his classic pronouncement: "Children learn by doing," in the real experiences of their everyday living. All of us who live with children at home and at school know that the bulk of their learning is accomplished through endless practice in situations in which the learning has immediate child-use.

A three-year-old can be taught to rattle off the ABC's, but when the time comes for him to use these symbols in their appropriate setting there is little left of the so-called learning. There may be a slight ring of familiarity, but in quite different connections and connotations.

To drive an almost real car! True, five-year-olds will squeal with delight. They will listen and try to follow all directions for this privilege. They may even give evidence of mastery of the "rules of the road" under direct supervision. But should they be left alone with such equipment, odds are high that they will "practice" a few crashes because of the dramatic quality of such experiences.

Young children may give lip-service and some correct performance under adult guidance, but

what will be the hold-over from this highly artificial situation some 10 to 12 years hence when actual driving skill may be learned and lawfully practiced—perhaps only the fun of "wrecks?"

Rules of safety are highly important to young children, especially when these children begin their schooling, but these are safety rules for individuals on foot, not in cars. Certainly children also need to know the rules for cars—but as pedestrians, not drivers. Children will have constant instruction in safe behavior both at home and in school. They will have endless practice in the use of such instruction. Thus, they will "learn by doing."

Children will often reflect this learning as they play with their toy automobiles. But again, crashes will be fun, and elimination of them by adults will not be too effective, especially on the basis of safety in driving.

A period of development of readiness for automobile driving is important—as it is in the learning of any technical skill. Over the years from five to sixteen, children will have countless opportunities for acquiring this readiness; as they learn to take care of themselves safely on the streets, as they give attention to safety regulations in community studies, as they sit beside mother or father in the car and have driving rules explained and demonstrated.

Let nature—the laws of child development and learning—take its course. And let's re-

*(Continued on page 12)*



## "Look, Mom, I'm Driving!"

(Continued from preceding page)

member that these laws are not based on adult-organized practice in artificial situations long before the actual skill may be taught and put to real, lawful use.

**THELMA BENNETT:** Why is it that accidents on our streets and highways continue to mount in spite of safety contests, safety campaigns, fines and jail sentences?

Do you suppose it could be because many adults do not have a properly conditioned state of mind? Do you suppose it's because the adults of our world did not learn, as children, their safety responsibilities?

Psychologists tell us that basic attitudes of any kind are established very early in life, usually before a child is eight. It follows, then, that if we want "tomorrow's drivers" to have a built-in set of safety ethics, we must begin with the primary children in our classrooms today. To make a lasting impression upon these children, the educational experience must be one that gives satisfaction.

At Garfield School in Phoenix, Arizona, we believe we have found a plan that fills both of these requirements.

Street and highway safety is taught on a miniature traffic course laid out by the city traffic engineers. Here in a life-like situation, primary children—kindergarten, first, second and third graders—are put behind the wheels of scaled-down, foot-propelled cars. Signs, signals, a three-lane boulevard and a one-way street give these children the opportunity to encounter every traffic situation found in city driving.

Driving the cars is considered a grave responsibility which must be earned. No one is permitted to drive until he has qualified for his "Temporary Driver's Permit; good on Garfield Blacktop Only." This training is given in the classroom, where children practice in the Phoenix Trainer (a blocked-up car) and learn the rules of the road from table-top layouts.

On the blacktop itself, the children take turns as drivers, pedestrians and traffic officers. Later, in traffic court, they again take turns as judge of the court, bailiff, and jurors. Children thus learn from experience the necessity for cooperation, courtesy and consideration in this "game of life" on the streets and highways.

In traffic court, each child with a ticket is called forward. The judge hears both sides,

for sometimes the officer himself is wrong. Various punishments are meted out when necessary. The worst punishment is being "benched" for several lessons while classmates drive. Strange as it may seem, there are very, very few tickets given for just being "smart." Most of the tickets are given for honest mistakes, which anybody can make while learning. Rarely does a child do anything intentionally to jeopardize his chance to drive a car.

Will this training make a lasting impression upon these children?

There is no doubt about it. One safety expert, after observing the conduct of Garfield's children, both on the blacktop and on their way to and from school, said, "There is no doubt that if this training were general throughout the United States, we would notice the difference on our highways within a matter of months."

For, you see, the unexpected dividend is the effect of the program upon parents. Neither Mother or Father dares make a mistake while driving with a "safety-conscious" youngster sitting by his side!

**ROBERT J. HAVIGHURST:** At first sight, driver education looks like a "natural" for the primary grades. Apparently it combines the child's love of active play with the learning of safety attitudes. It appears to be just one more life situation brought into the school to enable children to learn by doing.

However, from the literature which has been put out in its favor, there is one warning signal which ought to be regarded carefully. This is the fact that children punish each other in a formal, school-approved way. Some children are designated traffic officers who must give "tickets" and arrest traffic offenders. Then the class becomes a jury and votes on punishment for the offenders.

This may be a dangerous procedure. Primary school children are likely to be over-severe and over-zealous when they are encouraged by a teacher to pass judgment on and to punish other children. They sometimes make scapegoats out of two or three children in the class. Teachers generally have been warned against organizing their classes in ways which permit a group of children to organize their aggression against other children.

In deciding how useful driver education in

the primary grades is, the following questions should be answered:

*Do some children become anxious, and refuse to take their turns at driving?*

*Do two or three children get most of the punishment?*

*Do children show a noticeable increase of caution in crossing streets in the community?*

If children actually improve in their pedestrian habits, and if, at the same time, they do not become aggressive in their treatment of each other for traffic "offenses," then probably the program is a safe one. Some sort of temporary evaluation must be made without waiting years in order to make an evaluation of the program on the basis of its effect upon these children after they reach driving age.

WALTER WAETJEN: There can be little doubt that children will learn the rules of traffic safety from using miniature cars which they drive. Even before they are able to walk, youngsters ride in autos as passengers, and once able to walk, we are quick to teach them the rules of pedestrian safety. In a few short years they will be sitting behind the wheel of an automobile. It seems imperative that we provide children with experiences which will teach them the rules of traffic safety. The use of miniature cars in primary grades is one way of doing that.

However, if we were to envision this experience as ending at this point it would be extremely unfortunate. We would be viewing traffic as a thing in itself, which would be misleading. By using this type of "behind the wheel" training we *could* get children to see and feel things as the other person sees and feels them. The children are not really drivers, but the opportunity to be in a simulated situation enables them to perceive the role of an actual driver with all the attendant responsibilities. Also, it affords children an opportunity to learn that safety is not an individual matter, but that it has benefit for all in a society. In short, then, using miniature cars in the primary grades enables children to learn concepts of personal and physical safety. And, equally important, there is the opportunity to expand these concepts into the more generalized social and moral relationship of safety so necessary in our living.

Every educator, whether he teaches music, math, physics, English or whatever, has been

asked whether his students derive value from the instruction in question. It's relatively simple to respond by listing the skills, and understandings learned by the pupils. So it could be in trying to determine whether allowing children to drive miniature cars has value.

He could say, "Surely, it has value. The children learn to steer a car, to define the limits of an auto. They come to see themselves as an operator of a car, they learn to perceive and obey road signs, and to give the right-of-way in appropriate situations."

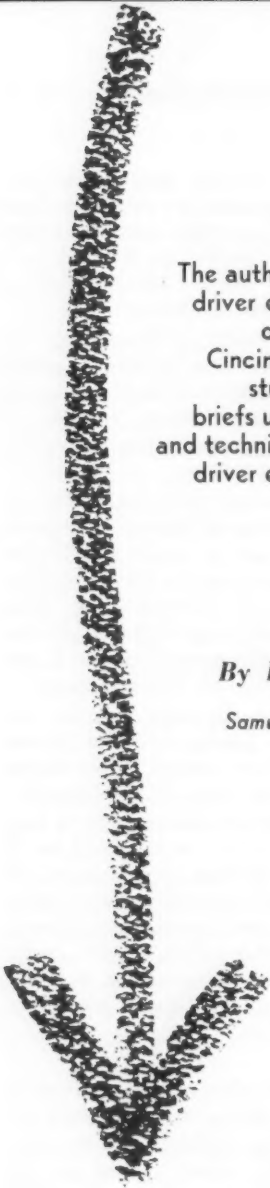
While these learnings have value, they are not sufficiently valuable in themselves to justify inclusion of the use of miniature cars for "driver training" purposes in the curriculum. We can determine the value only by asking ourselves a deeper and more inclusive question, "Will this type of instruction produce a generation better able to meet *life in general*?"

This, then, defines the value and the purpose when we have kindergarten and primary grade children operate small cars in "driver training" classes. The value of this experience *is not* defined by the fact that youngsters learn the rules of traffic safety. It *is* defined by the fact that *because* children have learned the rules of traffic safety they have greater understanding of their culture, greater perceptiveness and sensitivity to other people, greater control and precision of their behavior and that they are infinitely better fitted to lead a more effective and productive life.

STANLEY McKEE: *First, is this good education?* Although simulating real experience is a perfectly good learning technique, the simulated experience should be closely related in time and type to the true experience. Good are such simulated experiences as correct pedestrian crossings, correct practices of getting on or off a school bus, correct passenger car practices if the child comes to school in a car pool or in his parent's car. These experiences may be used before the real experience, or afterwards, or both, but the time interval between the simulated experience and the real one should be short.

*Second, is this good play?* Much children's play consists of imitation of adult activities. Such imitation is good learning as well as good play. But in order to meet the child's developmental needs, such play should be spontaneous

(Continued on page 23)



The author, who taught a driver education course over television to Cincinnati high school students last year, briefs us on advantages and techniques of teaching driver education on TV.

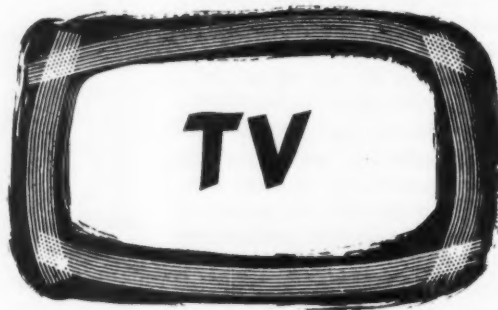
*By Harry Hannum  
Assistant Principal  
Samuel Ach Junior High  
Cincinnati, Ohio*

IT WAS only recently that I heard an educator describe a child as someone who stands halfway between an adult and a television set. This shows that the word "television" has entered our educational vocabulary!

Yes, television has already made its mark in the educational field. And I have been strongly impressed by the potential and challenge of television as a tool in education. I believe it will have an ever increasing use by educators as they are confronted with contemporary problems of education.

We have been using television as an educational tool in the Cincinnati public schools for four years, or since the opening of station WCET-TV, the local educational television station and, incidentally, the first educational television station in this country to be licensed by the Federal Communications Commission. Most of the programs to date have been of the enrichment type, supplementary in nature. But several years ago, a program in direct teaching of chemistry was offered for a six-week period. Last year, driver education and sixth grade science were offered as direct teaching programs for the entire semester, the first time a complete, comprehensive course in any subject has ever been offered through television to the Cincinnati public schools and, to our knowledge, the first time a complete, comprehensive course in driver education has been taught entirely by television.

This year, we are using the kinescopes of last year's driver education telecasts to teach three senior high classes of some 200 pupils. Although I have not had the opportunity to



## in Driver Education

work with the project this year, reports from the teachers seem to be favorable.

Teaching by television, whether the subject is driver education or Latin, has certain advantages and disadvantages. It is fortunate that driver education lends itself well to the advantages.

Primary among these is the use of community resources and resource people. At the end of our series on driver education, we had had as guests doctors, judges, an assistant prosecuting attorney, safety experts, police officials, a traffic engineer and business and industrial leaders. Obviously, all of these resource people are not available to each of the individual schools. Community resources and visuals which cannot be distributed to the schools are often available for a television program.

Another advantage in teaching driver education by television is that it gives help to the poorly prepared teacher. Let's be realistic—driver education, still an infant compared to most subjects, in some schools has not achieved the status of many of its brethren in the curriculum. Many administrators think that anyone who can drive can teach driver education. As a result, the driver education assignment falls to the teacher who happens to have a free period at the opportune time. A course on television, taught by a trained instructor, therefore improves greatly the quality of the driver education course and gives the inexperienced instructor a needed boost.

There are two distinct disadvantages to teaching by television. One is the loss of personal contact between pupil and teacher. The other is the elimination or reduction of opportunity for classroom discussion.

Our television program is only 30 minutes long, and from 10 to 15 minutes are allowed before and after the program so that the teacher can lead classroom discussions and perform administrative duties. The inclusion of the classroom teacher in this way helps to offset the loss of personal contact between the television teacher and the pupils, provides for classroom discussion give-and-take. We have tried to develop a more personal relationship between the television teacher and the pupil by including pupils on the program and by inviting them to visit the studio to watch a program in progress.

The Appraisal Services Division of the Cincinnati Public Schools is currently conducting a testing program to evaluate the value of the television driver education course for the two years. A control class of driver education pupils who are *not* exposed to the television program

has been designated in each school for comparison purposes. A test has been designed to measure results and differences in both the television and non-television groups. Another test, to measure the gain of knowledge, is also being administered to each group. The Division will release a complete report upon the completion of the television series this year.

The preparation of a television program differs from preparation of a classroom unit because of the emphasis on visual materials.

Ordinarily, in a classroom presentation, visuals are used to emphasize major points. In television, visuals are necessary even for minor points. This illustrates the need for concentrated effort on producing visuals!

To further complicate the problem, not all visuals, even those used in the classroom, can be used in television because of technical problems. To meet the demands for visuals without restricting content is one of the major problems of the television teacher.

Advance preparation for teaching a television course in driver education should begin at least three months before the first program, to allow ample time to arrange for guests on the show and for procuring those all-important visuals.

Our programs were planned through the cooperative efforts of several people, and many hours were spent in planning before even the first rehearsal was scheduled. W. K. Streit, director of health and hygiene for the Cincinnati public schools, Miss Helen Seel and Mrs. Marjorie McKinney, all made valuable contributions to the planning and execution of the programs, the latter two coordinating the course for television and giving technical advice. Mr. Streit and I were responsible for the content of the course and selection of resource people to be used.

Of course, I do not expect television to replace the classroom teacher. But I do believe it can be a valuable tool in our educational program. If projected estimates of teacher shortages are accurate, educators may be forced to choose between television courses or elimination of some subject fields. Because of the extensive opportunity for the use of resource materials and people, teaching by television can be effective; however, continued research must be done to determine how best to solve the problem of loss of personal contact between pupil and teacher.

Television is still a new development in education, and we can expect to wander up a few blind alleys—but it is my firm opinion that educational television will have a very important place in the future of our country●

# Spotlighting Dangers for Physical Education Students

By Harry D. Edgren  
Professor of Recreation Leadership  
Purdue University  
Lafayette, Indiana

**A**CCIDENTS don't just happen; they are caused. There are no "accidental" accidents. Someone made a mistake. Perhaps the equipment is at fault; the instruction is inadequate; the grounds are unsafe; the participant lacks skill; or the leadership is poor.

One method of spot-lighting unsafe actions which lead to injuries, graphically, so that students can see exactly what happens when they forget safety considerations, is by conducting demonstrations—in individual classrooms or in a school assembly. The group of students used in putting on the demonstrations must be fairly good actors or actresses who are able to put across the idea of getting hurt in a sudden accident without making it look funny.

In this demonstration, students are shown how *not* to do a thing. After each demonstration, the audience is asked, "What is wrong with this?" and students are encouraged to identify the errors in the conduct of the activity.

The following activities could be used to demonstrate some of the dangers that lurk when adequate precautions are not used:

▶ *Broken glasses:* A small group is assembled on the stage ready to play a game with a rubber ball. Three of them are wearing glasses. One removes his glasses and gives them to the leader; a second one accepts a guard to place over her glasses; the third one refuses, saying, "I don't want a guard. I'll wear my own glasses." The third is wearing an old pair of glasses that could be broken.

The game starts, and shortly afterwards, the one wearing the glasses is seemingly hit in the face. His glasses fall to the floor and break, and he holds his hand over his eye as if it might be hurt.

▶ *Sprained ankle due to wet spots on the floor, a hole in the ground or running with high-heeled shoes:* The group on the stage

is arranged in relay formation, and the demonstration could either be with a wet spot on the stage or with high heels on one of the girls. At a certain spot, the girl falls; as she does, she cries out, as if she has just hurt her ankle badly.

▶ *Falling due to a broken chair:* The group is assembled in a circle, sitting on chairs. One of these chairs is partly broken. In playing a game where the group is shifting from one chair to another, one boy is prepared, and protected, as he lands on this chair. It collapses. As the boy falls, he pretends to have either a bumped head or a bad arm from falling to the floor.

▶ *Baseball bat flying out of the hand of the batter:* A pitcher, catcher and batter are on stage with a group of other students assembled as rooters close to the third-base line. A stocking stuffed with paper or a rolled-up newspaper can be used to resemble a bat. As the batter swings, the bat leaves his hands and hits the rooters in the legs.

▶ *Bumping heads in a relay:* When running backwards or in a crab-walk, it is important for someone to protect or to provide enough space between relay files so that students don't bump into each other as they pass. The demonstration: two men in a backward-crab-walk position come close to each other, and bump shoulders or heads. As they do this, one is hurt and falls to the floor.

Following the demonstration, the chairman calls attention to the positive and right way to conduct the various recreation activities identified to avoid injury to the participants. He would urge the audience to anticipate all the possible dangers in the activity and then proceed in ways to avoid any accident that would spoil the enjoyment of all. Social and physical activities can be adventurous and enjoyable without being dangerous!●





safety education

data sheet number 86

# Cigarette Fire Hazards

## The Problem

1. Cigarettes are responsible for more than 100,000 fires annually in buildings and probably an equal or greater number outdoors in rubbish and trash, grass, brush and forest areas. These fires cause hundreds of fatalities, thousands of injuries, and a financial loss of tens of millions of dollars.

2. The cigarette is capable of causing fires principally because of its quality of continued burning. This characteristic is imparted by (1) the type and mixture of tobaccos, (2) the way the tobacco is cut and packed in the cigarette, and, most important, (3) the special type of paper used.

3. Cigarettes could be made to go out when not periodically puffed, by making slight changes in some of the items noted above. How-

ever, it is most doubtful that the smoking public could be prevailed upon to accept cigarettes of this type. Moreover, the increased use of matches which would inevitably result might readily offset any advantages gained.

## Statistics

4. Cigarettes are being smoked in this country at the incredible rate of approximately 800,000 *per minute*, resulting in an annual total consumption of more than four hundred billion.

5. To reach a figure of 200,000 fires, which would be a conservative estimate of the number attributable to cigarettes, it is necessary that only one out of every two million used start a fire.

## Ash Trays

6. Many fires, particularly in homes, are started by cigarettes that fall out of ash trays, trays which all too often are designed to be attractive rather than functional.

7. Poorly designed ash trays have narrow edges on which burning cigarettes may be precariously balanced. Since the burning end loses weight as it burns, a balanced cigarette always will fall toward the other end, or out of the tray.

8. Too many people forget or neglect to use the ash trays in their automobiles. The person

(Continued on next page)



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## Cigarette Fire Hazards

(Continued from preceding page)

who habitually throws lighted cigarettes out of his car window onto city streets will probably do the same thing when driving in brush or forest areas, where disaster can result.

### How Do Cigarettes Kill?

9. By far the deadliest aspect of the cigarette fire hazard is that of persons falling asleep while smoking in bed or in overstuffed furniture. In a great many cases, the innocuous appearing little cigarette kills before the victim is even slightly burned.

a. Consider a typical case history. The potential victim dozes off with a partially consumed cigarette in his fingers. It drops on the bed (sofa, couch, etc.) and soon the padding is smoldering. This comparatively imperfect combustion produces, among other gases, carbon dioxide and carbon monoxide. The victim, breathing deeply, inhales some of these gases. The carbon dioxide, while not in itself particularly dangerous, causes the victim to breathe faster. He inhales more and more of the carbon monoxide, a deadly poison, and other toxic combustion products. Soon he is no longer just asleep but unconscious, beyond the point where he can revive himself, and, shortly thereafter, he expires. The direct cause of death was suffocation, not burns. However, the distinction is of no consequence to the victim.

11. Under other conditions, the smoldering might progress more rapidly, a passing breeze enhances the glowing with added oxygen, the bed bursts into flames, and the cause of death becomes burning rather than suffocation.

12. Sometimes, under these circumstances, normally sleeping persons will awaken because of discomfort from the heat or the odor of smoke, and save themselves. However, persons sleeping under the influence of alcohol or drugs are much less likely to awaken, and, all too frequently, die before anyone knows of the danger.

13. Consider a different case history. A family goes upstairs to retire for the night. A cigarette has been left burning in an ash tray on the arm of a sofa. After a few minutes, the cigarette falls out of the tray into the sofa. Hours later, deadly volumes of poison gases are rising to the upper levels of the house, carried by the heat from the smoldering fire started in the sofa by the cigarette. A neighbor sees

smoke coming from a window and immediately calls the fire department, which quickly arrives and extinguishes the fire before it has caused appreciable damage. But the unfortunate family upstairs is beyond help. They are already dead from asphyxiation.

### How Do Cigarettes Start Fires?

14. The approximate temperature of the glowing end of a cigarette will vary from 550° F. on the surface to 1050° F. in the center, when burning quietly. When being puffed, the added draft causes these temperatures to rise about 300°, or to about 850° and 1350°.

15. While these temperatures are well above those required to cause ignition of practically all combustible solids and liquids, the cigarette is a small heat source, and tests show it to be a relatively inefficient source of ignition.

16. It is important to distinguish between two types of burning in ordinary combustible materials. The most common, with which we are all familiar, involves flaming, while the other involves only smoldering or glowing, perhaps best exemplified by burning charcoal, and by the cigarette itself.

17. Cigarettes usually do not start flaming combustion in most common flammable materials. They can, however, start *glowing* combustion in many of these materials, and under favorable conditions, flaming can result *later*.

18. Conditions which promote ignition by cigarettes, and subsequent flaming, are: dryness, fuel in ample quantity and a relatively fine state of division, enough time, and, probably most important, adequate draft and ventilation.

19. Many fuels can glow or smolder interminably without bursting into flame. Such flameless combustion is frequently associated with or the result of an inadequate supply of oxygen for complete burning. Conversely, suddenly increased draft can cause long-smoldering masses instantly to burst into flame. A deadly corollary of smoldering with a restricted air supply is the production of considerable smoke containing an abnormally high percentage of carbon monoxide.

20. Materials most susceptible to ignition by cigarettes are those which are cellulosic in origin, including leaves, paper, decayed wood, fibres such as cotton, coco, sisal, etc., and fabrics or padding made of such fibers. The most nearly ideal conditions are found in cotton mattresses and overstuffed furniture. Favorable conditions also exist in brush or forest areas where the ground cover is a deep layer of finely divided, dry, decayed humus, or duff.

## Flammable Liquids and Gases

21. Under certain conditions, any flammable liquid or gas may be susceptible to ignition by a burning cigarette. A very important factor in this respect is that cigarettes frequently contain "hot spots," probably caused by unusually large chunks of tobacco of exceptional flammability, which can achieve momentary temperatures much higher than normal.

## What Can Be Done About The Problem?

22. In general, the treatment of materials with flame retardant chemicals is of little value insofar as the cigarette fire hazard is concerned. Flameproofing of fabrics does not make them more resistant to being burned through by cigarettes.

23. Only ash trays of proper design should be used. They should have narrow grooves which will grip cigarettes securely, or should be so designed or made that cigarettes once placed in them cannot fall out.

24. Upholstering made of heavy vinyl plastic film, vinyl coated fabric, or heavy textiles woven from synthetic fibers resist being burned through by cigarettes, thus preventing access to the vulnerable padding below. Also, padding of foam rubber or rubberized hair, while flammable, cannot be ignited directly by a cigarette.

25. Never extinguish cigarettes in wastebaskets. Coals can continue to smolder unnoticed, and eventually cause ignition of the contents. Carbon paper is particularly easy to ignite in this

manner, accounting for numerous wastebasket fires in offices.

26. Good housekeeping will eliminate many of the most vulnerable breeding grounds for cigarette fires. Avoid or protect accumulations of trash or rubbish.

27. Careless smoking, a prime fire cause, means especially careless discarding of cigarettes. The cigarette which is safely extinguished cannot be the one in two million that starts a fire.

## Selected Information Sources

30. "Cigarette Fire Mechanisms," by Joe R. Yockers and Louis Segal. *Quarterly of the National Fire Protection Association*. Volume 49, No. 3, January, 1956.

31. "Foam Rubber and Cotton Mattresses," by Louis Segal. *Quarterly of the National Fire Protection Association*, Volume 48, No. 2, October, 1954.

32. "Fire Gases," by George E. Ferguson. *Quarterly of the National Fire Protection Association*, October, 1933.

33. *Handbook of Fire Protection*, Eleventh Edition. Boston, Massachusetts: National Fire Protection Association, 60 Batterymarch Street. 1954. Pages 105-107.

34. *Fire News*. Boston, Massachusetts: National Fire Protection Association, 60 Batterymarch Street. No. 437, September, 1954, P. 10.

This data sheet was prepared for the National Safety Council by Joe R. Yockers, State Fire Marshal, Los Angeles, California, and Louis Segal, chemist.

## Safety Education Data Sheets available are:

- |  |   |  |
|--|---|--|
| (1) Bicycles                                     | (33) Traffic Control Devices                            | (62) Hazards of Discarded Iceboxes and Refrigerators                     |
| (2) Matches                                      | (34) Safe Conduct in Electrical Storms                  | (63) School Bus Safety: Educating Pupil Passengers                       |
| (3) Firearms, Rev.                               | (35) Poisonous Reptiles                                 | (64) Safety in the Graphic Arts Shop                                     |
| (4) Toys and Play Equipment                      | (36) Motor-Driven Cycles                                | (65) Safety in Part-Time Jobs: Food Handling                             |
| (5) Falls  | (37) Animals in the Classroom                           | (66) Baby Sitting  |
| (6) Cutting Implements                           | (38) Railroad Trespassing                               | (67) School Dramatic Productions   |
| (7) Lifting, Carrying and Lowering               | (39) Bad Weather: Hazards, Precautions, Results         | (68) Safety in "Do-It-Yourself"  |
| (8) Poisonous Plants                             | (40) School Parties                                     | (69) Playground Apparatus  |
| (9) Electric Equipment                           | (41) Home Workshops                                     | (70) Safety with Kites and Model Airplanes                               |
| (10) Pedestrian Safety                           | (42) Horseback Riding                                   | (71) Safety in Sports: Baseball  |
| (11) School Buses—Administrative Problems (Rev.) | (43) Hiking and Climbing                                | (72) Safety in Sports: Football  |
| (12) Flammable Liquids in the Home               | (44) Hook and Line Fishing                              | (73) School Bus Safety: Operating Practices                              |
| (13) Passenger Safety in Public Carriers         | (45) Summer Jobs—Farm                                   | (74) Playground Surfacing  |
| (14) Chemicals                                   | (46) Safety in the Wood Shop                            | (75) Safety in Sports: General Practices                                 |
| (15) Hand Tools                                  | (47) School Fires                                       | (76) Safety in Bad Weather Conditions                                    |
| (16) Nonelectric Household Equipment             | (48) Unauthorized Play Spaces                           | (77) Safety in Sports: Basketball  |
| (17) Sidewalk Vehicles                           | (49) Bathroom Hazards                                   | (78) Safety for Amateur Electricians                                     |
| (18) Camping                                     | (50) Safety in the General Metals Shop                  | (79) Coordinating Safety in Industrial and Vocational Education Programs |
| (19) Alcohol and Traffic Accidents               | (51) Safety in Pupil Excursions                         | (80) Counselors and Helpers in Summer Camps                              |
| (20) Cooking and Illuminating Gas                | (52) Highway Driving, Rules, Precautions                | (81) Gun Clubs: Their Organization and Activities                        |
| (21) Solid and Liquid Poisons                    | (53) Safety in the Machine Shop                         | (82) Office Safety   |
| (22) Safety in the Gymnasium                     | (54) Summer Jobs: laborers, home yard, service-stations | (83) Safety in the Sheet Metal Shop                                      |
| (23) Laboratory Glassware                        | (55) Motor-Vehicle SPEED                                | (84) Skiing Safety   |
| (24) Places of Public Assembly                   | (56) Welding and Cutting Safely                         | (85) Safety in the School Lunch Room                                     |
| (25) Fireworks and Blasting Caps                 | (57) Safety in the Auto Shop                            | (86) Cigarette Fire Hazards  |
| (26) Domestic Animals                            | (58) Winter Walking                                     |  |
| (27) Swimming                                    | (59) Safety in the High School Chemistry Laboratory     |  |
| (28) Small Craft                                 | (60) Safety in the Farm Mechanics Shop                  |  |
| (29) Play Areas                                  | (61) Floors in the Home                                 |  |
| (30) Winter Driving                              |   |  |
| (31) Night Driving                               |   |  |
| (32) Winter Sports                               |   |  |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at \$3.89 each for one to nine copies.



*Above: Students swirl to the strains of the orchestra at the Inter-House Dance. Left: Geni's lamp spews forth real smoke as celebrators stroll.*



## Watch Out—Wh

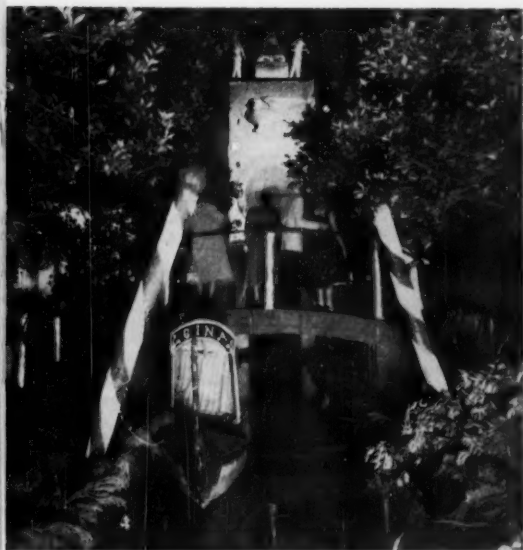
**W**HEN college students get started decorating for a dance, or a special celebration—watch out! Almost anything can happen, safety-wise.

Busy decorating their House as a medieval castle, complete with moat and drawbridge, for Cal Tech's annual *InterHouse Dance* one day in 1955, a group of students thought it would be rather nice to light the castle entrance with two fiery torches.

It was a last-minute idea, and the plan was hurriedly made. They would light the torches with gasoline which would flow from an upstairs window, by gravity, through lengths of half-inch rubber hose spliced together by forcing the ends of the hose over short lengths of copper tubing, to the torch holders at either side of the door.

Well—a gravity flow feed system, with gasoline, is not safe—many possible leaks could have developed at various joints. An explosion would most certainly have occurred when the first match lit the first cigarette—and a fire would certainly have resulted. Luckily, the plan was discovered and stopped while still in its developmental stages, but the incident, along with





Above: The Grand Canal, of Venice, complete with bridge and castle tower clock, intrigues strollers during the Inter-House Dance.



Above: Volcano shoots fire and popcorn, waterfall changes color in this imaginative exhibit devised by the students.

## n College Students Decorate!

Students can use some pretty hair-raising contraptions to put their dream-world ideas into effect when decorating for a dance. At Cal Tech, students and safety department work together to get the decorations up with a minimum of bruises.

**By Charles Easley**

**Safety Engineer  
California Institute of Technology  
Pasadena, California**

others which had occurred, led many people at Cal Tech to the conclusion that the student body and the Safety Department should work much more closely in the planning and construction of future events.

Students are entitled to the benefits of a safety program the same as any other member of the Institute. Safety is *everybody's* business—not just that of the Safety Department.

To best illustrate the relationship now existing between the student body and the Safety Department at Cal Tech, I'll describe Cal Tech's unique "Student House" system and the *Inter-House Dance*.

We house our undergraduate students in one large building, divided into four separate

"houses." Each house is a unit within itself and operates independently of the others.

Every November, the students hold a big *Inter-House Dance*. This traditional affair is not only a dance—it is also a competition between the students in decorating their respective houses. The idea, of course, is to transform the ordinarily rather drab student house and its courtyard into a fairyland of wonders—at a minimum of expense. As you can imagine, we have a lot of moonlight requisitioning around *Inter-House Dance* time, with generous use of second-hand materials and some very temporary and makeshift construction.

About a month before the 1956 dance, the student Master of Student Houses asked the Safety Department to a meeting with representatives of the student body to discuss safety and fire prevention for the coming celebration. Those who met at that time were formed into a safety committee, consisting of a representa-

*(Continued on next page)*



## Watch Out—When College Students Start Decorating!

*(Continued from preceding page)*

tive from each house (the social secretary), the resident associate of each house (male housemother), the Master of Student Houses, and the college safety engineer, who acted as an advisor to the committee.

This committee reviewed the plans for the dance and suggested changes to reduce hazards. The safety engineer advised the committee on local city ordinances that must be followed, and the state safety orders, and each committee member was given the following set of safety guides to use while constructing his exhibit:

- ▶ Maintain clear passage for a means of exit.
- ▶ There must be two means of exit in all places of public assemblage. These must be kept clear and marked.
- ▶ All exit doors must be unlocked and clearly marked.
- ▶ Smoking is permitted outside only.
- ▶ All flammable materials must be rendered flame retardant. Flame retardant material is available at the Safety Office.
- ▶ All wiring must be done according to the Electrical Code.
- ▶ Plans should not be altered to allow last-minute "Rube Goldberg" construction.
- ▶ Scaffolding and walkways should be carefully checked for stability.
- ▶ Maintain good housekeeping during construction and tear down after the affair.
- ▶ Organize fire and safety watches.
- ▶ Use the facilities and help of the Safety Office. They are here to help you have a good time without tragedy.

About a week after the first safety meeting, another was held on fire prevention. A representative of the city fire department was called in to advise the committee on local fire ordinances covering such activities as the dance. The committee immediately set up fire committees which would function in case of a fire.

After these first two meetings, all contacts were made through the individual house social secretaries, who are the fire and safety representatives for their houses. These men became the "safety experts"—and making them so encouraged their house-mates to go to them for the necessary information on safe construction.

During the building, spot checks were made on safety by college authorities. If anything was not right, the safety representative was notified, and corrective action was taken. The



*Above: Safe construction is the important consideration. safety department did not act as an inspector enforcing rules but as a helper and assistant.*

Young peoples' imaginations are vivid portrayals of desires and projected dreams. Many times, in accomplishing their exciting goals, they take shortcuts which create unsafe conditions. Our job is not to stop their dreams—but to channel them into a safe route. Start them out on the right track through the safety committee and keep them there by spot checks during the activity. Through their committee, the students set the rules—we only suggest and recommend.

But safety supervision does not end here. There are a great many accident hazards in dismantling the displays—almost as many as in putting them up! The action of the student safety committee made their last affair the safest yet. And the group is continuing to work for every other student function, also—reducing our exposure to accidents to an all-time low●

## "Look, Mom, I'm Driving!"

(Continued from page 13)

and creative and not adult-imposed. The adult provides the materials, the space, the play equipment and a "climate" favorable to indulging in many activities. The child may elect to drive an automobile in play, but a tricycle, a wagon or his own body serves as well as a real car in this imaginative endeavor. His "car" may, in the next moment, become a train, an intercontinental bus, a space ship, as his play needs demand. Too realistic play material has not enough flexibility for good play activities.

*Third, is this kind of activity worth the expense?* American education is in need of funds. Whether money for the schools comes from taxes, fees or donations it should be carefully and well-spent. A "driver training" course is expensive both in terms of money and space. Most, it is true, of the "driver training" equipment is given to the school by persons who are sincerely interested in both the safety and education of boys and girls. If those of us in school positions will refuse to be stampeded into accepting gifts that are of questionable educational value and will instead graciously suggest other ways in which these people can help, we shall, I believe, find ready and grateful acceptance of our suggestions.

*Finally, there is a wealth of safety learning activities which should receive the attention of both teacher and child.* There is no need to simulate many of the safety learning experiences which the kindergarten and primary child needs. The yellow line on the playground for use of tricyclists is there for a safety purpose, a purpose just as real as the channelization on the highway. The need for learning bicycle safety is a very real one for many primary children.

Correct use of equipment—scissors, hammers and saws; good housekeeping for safety; using playground equipment are all necessary safety learning activities at the primary level. Such learnings build up a gradual attitude favorable to safety and an understanding that there are correct and safe ways of doing things.

A child who has been exposed to safety learnings for each activity as he approaches the need of that activity will be a far safer driver, in my opinion, than a child who has play-acted at driving in a totally unrealistic situation.

CHARLES H. DENT: The child at five years

is just finishing the first phase of his adjustment to the world outside the home. This he has done through his learning to get along with small groups at birthday parties, in the kindergarten and in the church school.

In the primary grades, from ages six to eight, he is beginning his adjustments to a greatly expanded environment in which he needs to identify the sources of his benefits and responsibilities. This is true especially in the area of safety.

He benefits from the services of community citizens such as the policeman, the fireman and the doctor, but he must also learn his responsibilities. It seems to me that the use of miniature cars in driver training classes in the kindergarten and primary grades would enable teachers and pupils to emphasize safety *practices* in addition to safety *rules* per se.

At the same time, the children's simulated experiences could be playing over into his real home life situations more effectively in that the child might be saying: "Dad and Mom, this is the way *I* do it in my driver training class in the first grade."

---

### The Street Where You Drive

I have often sped down this street before,  
But the pavement always stayed beneath my  
wheels before;

All at once am I, several curbings high,  
As I crash, on the street where you live.

How can darkness bloom in the heart of day?  
Will the pain that's burning through me ever  
fade away?

Seems like demons poured o'er me when I  
roared

Through that light, on the street where you live.

Oh, the shuddering feeling,  
When you know you're out of control;  
The icy, heart-stopping feeling,  
As you collide, with fear consuming brain and  
soul!

People stop and stare; they sure bother me,  
For there's *any* place on earth that I would  
rather be  
Than this spot where my fool luck passed me  
by,  
As I sped down the street where you live.

—Employers Mutuals of Wausau

LIKE many of you, I have been working with the Elementary School Section for a good number of years. In that time I have seen an evolution of philosophy from a collection of ideas and approaches to a gradual drawing together into a way of thinking about safety education. Let me review for a moment some possible approaches to the teaching of safety.

► Consider, for example, what might be called the "horrible example" approach. A child is hurt. We seize upon the occasion as a teachable moment to impress the proper lesson in safety. This, we maintain, is the only *real* safety teaching. All else is trite and artificial.

► Let us follow the approach of the *controlled environment*. Let us make the child's surroundings so safe that there is no opportunity for accidents. This is our responsibility as adults. If an activity has potential dangers, cancel it. If a piece of apparatus is likely to cause an accident, get rid of it.

► Perhaps we should be *scientific* in our approach. We should make a careful and thorough study of all manner of accidents everywhere. From this, construct a check list which will constitute the "curriculum" in safety education. Arrange by grade levels, and when each item has been "taught," our responsibility has been discharged.

► Or perhaps we are among those who believe that all good teaching is *accomplished through precept*. If we follow this approach, we shall construct a full list of "thou shalts" and "thou shalt nots." These commandments, memorized by each child, will prepare him to face the future.

► Or are we the organized kind of person who believes that safety education must have a *formal place* in the school curriculum? All we need to do is plan a 15-minute period daily, with definite requirements for the year at each grade level, as contained in a written outline which each teacher is required to cover.

► As a variation to the above, let's use the seasonal approach. This takes less time than the daily requirement and utilizes the opportunities presented by well-understood events in the children's lives. We will then observe Fire Prevention Week in October, followed by Halloween which is rich in teaching opportunities. Christmas has its well-known hazards, and ice and snow can be stressed in January. After a brief respite, we go into spring and early summer with multiple warnings about the dangers lurking in outdoor

## Safety . . . The

play, picnics in the woods and the hazards of water and heat.

You may be feeling that I have tried to be cynical about these various approaches to safety education. On the contrary, I have not meant to disparage, but rather to infer that in each one there is something vital lacking in terms of good teaching. Let me try to explain what I mean.

Good teaching is the same in safety education as in any teaching that we do. And the central figure in every case is the child, a growing, developing, experimenting human being. He is not necessarily interested in "learning" about safety; but he can be interested in living safely if we follow the fundamental principles of good teaching.

What I want to make clear here is that to teach a child we must first know him as a whole being—we must know his physical self, his mind, his emotions. Then we must involve him physically, intellectually and emotionally in a continuous, ongoing program of doing, thinking, appraising, revising, and doing again. This must be accomplished against a background of knowledge which tells us that children learn best as they seek to satisfy their own inner searchings. This we must recognize as a process of growth, with each stage in the process presenting a new kind of need and seeking a new fulfillment.

I can do no better at this point than to review some of the literature of our group, published under the title: *Desirable Experiences in Elementary School Safety*. This document says in part that:

1. Good schools provide safety instruction to *meet the needs of the pupils*. This would include examination of the environment, analysis of accident records, attention to the hazards of special days and seasons and a consideration of the individual pupil's problems.
2. Good schools provide for *active participation* of the pupils, including such activities as inspection for and correction of hazards, patrols, monitors, committee work, and pupil evaluation of safety programs.

# Challenge of A Full Life

By James Mann  
Principal,  
Hubbard Woods School  
Winnetka, Illinois

3. Good schools provide for a *well-rounded program*, covering all safety areas of importance to the child, utilizing suitable materials and suiting the program to the particular school and community.
4. Good schools provide *realistic opportunities for supervised practice* in meeting hazards. The practice of helping a child to identify himself personally with a program of learning is basic to good, modern education.
5. Good schools *keep safety in the forefront of the consciousness of pupils, parents and teachers*. This means, of course, that everyone is engaged in safety, not just a committee or safety supervisor or the principal. It means that safety is a part of the on-going life of the school in a meaningful way.
6. Good schools *cooperate with other community agencies*. This is civic training in a realistic setting.
7. Good schools *provide for safe environment and for continuous improvement* in the total program. Here good education suggests that children have a part in this improvement, for what they have a share in they will not destroy.



The central figure in good teaching is the child, a growing, developing, experimenting human being.

We must focus our thinking on a little child—who is thinking, experimenting with the world about him, says the author in this statement of the basic philosophies of education as applied to safety teaching which are held by NSC's Elementary School Section. James Mann gave this talk to a large group of elementary educators meeting at the School and College Sessions of the National Safety Congress last October.

James Mann is a member of the executive committee of the Elementary School Section, NSC.

Yes, the philosophy we, that is the Section, stated yesterday is sound today. Perhaps in practice, however, we have relegated that philosophy to second place in our concern for "how-to-do-it." We have spent more time explaining the "Podunk plan" or that used in Giant City. Perhaps, in our concern for techniques, we have forgotten to give attention to the personal development of each individual child and to the effect this or that plan will have on him.

Today we have the opportunity to take a fresh start. We are teachers. The contribution of the Elementary School Section will be in terms of helping ourselves and other teachers see more clearly how we can aid boys and girls in developmental experiences which will result in safer boys and girls, safer men and women, safer citizens.

The Section is agreed that we focus our thinking on a little child, a physical being who must be active, who must sometimes experiment in order to learn, who must live out his aggressions before he can become a mature person, who thinks rationally only after he has had experience to form grounds for rationality, and who must be a child before he can be a man. We must help him to partake of the wholeness of life with not one facet apart from any other. We must make safety for him, not a series of items to be learned, but the challenge of a life to be lived●



What is your college doing to prevent costly and injurious accidents from occurring on its campus and in off-campus housing? Attendance at the Campus Safety Conference will give new inspiration to those who want to do something constructive about the college accident rate.

## Target: Campus Safety March 24-26

ONE of the largest groups ever to attend a meeting on campus safety is expected for the Fifth National Campus Safety Conference, scheduled March 24, 25 and 26 on the California Institute of Technology campus in Pasadena, California. There, the people who are interested in and responsible for the prevention of accidents in junior colleges, colleges and universities throughout the United States will gather to discuss their accident problems and safety programs with others who are concerned with the college situation, learn what's being done at other schools to promote greater safety among students and personnel, and hear what experienced safety men and researchers have to say about particular aspects of college safety programs.

The meeting is sponsored jointly by the National Safety Council and Cal Tech. Charles W. Easley, safety engineer at Cal Tech, is in charge of planning for the Conference.

Delegates who register for this meeting by mail can take advantage of an early registration fee of \$18 if they fill in and send the registration form printed below to Charles Easley *before March 1*. Otherwise, the registration fee is \$20. Although the Conference proper will be held on the Cal Tech campus, off-campus headquarters will be the luxurious Huntington-Sheraton Hotel in Pasadena, where special rates have been secured for delegates.

Safety areas to be covered at the Conference include research and developments in traffic safety, safety programs in junior colleges, problems in organizing a college safety program, an architect's view of building safety, off-campus housing, accident prevention in laboratories, organizing and preparing a fire brigade for small operations, latest developments in safety equipment and clothing, a fire school, and a program for teaching farm safety in the college. A joint meeting with the American College Health Association, convening in Los Angeles at the same time, will feature a panel discussion on, as tentatively planned, first aid and emergency procedures, radiological safety and environmental health.

### TEAR OFF AND MAIL THIS HANDY REGISTRATION FORM

To: Charles W. Easley, Safety Engineer  
California Institute of Technology  
1201 East California Street  
Pasadena, California

Please find my check (or invoice) in amount of \$\_\_\_\_\_ for (number)\_\_\_\_\_ early or \_\_\_\_\_ regular registrations to the Fifth National Conference on Campus Safety, California Institute of Technology, March 24-26, 1958. Additional names and requests for room reservations are listed on a separate sheet. I understand you will send confirmation with complete Conference information.

Name \_\_\_\_\_ Title \_\_\_\_\_

Organization \_\_\_\_\_

Mailing Address \_\_\_\_\_

Guest's Name \_\_\_\_\_ Organization \_\_\_\_\_

Guest's Address \_\_\_\_\_

Please make reservations at the Huntington Hotel as follows:

\_\_\_\_ Twin-bed room, private bath, \$7 per person; \_\_\_\_ Twin-bed room sharing bath, \$5 per person;  
Single room, private bath, \$10 per person; \_\_\_\_ Single room sharing bath, \$8.50 per person; \_\_\_\_ Parlors,  
\$12, \$14, \$16.

Date, hour of arrival \_\_\_\_\_; Date, hour of departure \_\_\_\_\_

*Excellent Accommodations and Facilities for Families*



Lower Elementary

safety lesson

Pets At School

Fill in each blank with one of the following words: bite, hold, sudden, poke, fingers, bath, water, tease, well, clean, tail.

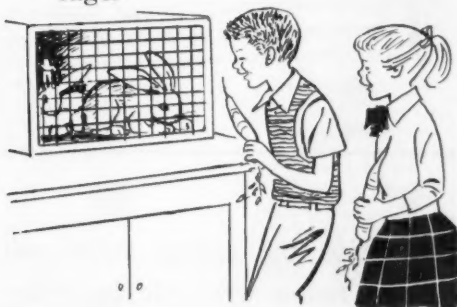


S-1126-A

1. We \_\_\_\_\_ our rabbits' cage often.

We keep them \_\_\_\_\_ fed.

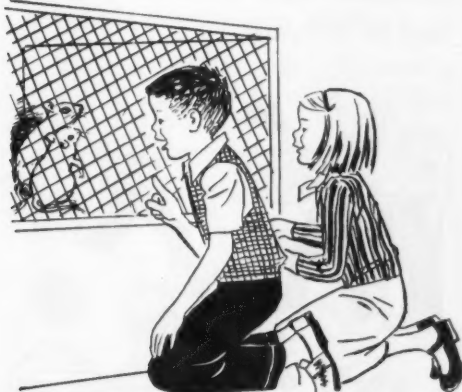
We keep our \_\_\_\_\_ out of the cage.



2. We make sure that our bird has \_\_\_\_\_ for a \_\_\_\_\_ and water to drink. We do not \_\_\_\_\_ our fingers through the wire to \_\_\_\_\_ the birds.



3. We do not make \_\_\_\_\_ movements when we talk to our hamsters.



4. We do not \_\_\_\_\_ white rats by the \_\_\_\_\_ because they might \_\_\_\_\_ us.



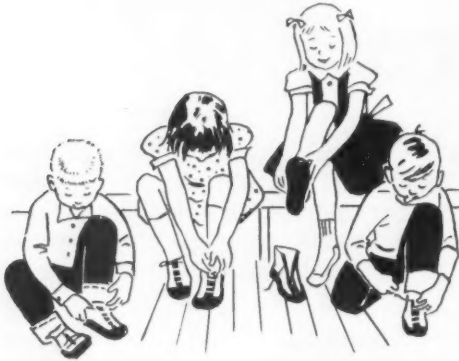
Answers: 1. clean, well, fingers. 2. water, bath, poke, tease. 3. sudden. 4. hold, tail, bite.



Prepared by Miss Ruth Jewell, State Music Consultant, Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

## In The Gym

1. Why do we wear gym shoes when we play in the gymnasium? Why should we be careful to see that they are laced properly?



2. What is the correct way to come down off of the stall bars? Which of these boys is doing it the right way?



3. When turning somersaults, we use the mat. Why?



4. Write the safety rules you should follow when playing relay games in the gym. Discuss these rules with your classmates so that you can enjoy your relay games and be safe, too.





S-1126-A

FEBRUARY 1958

Upper Elementary



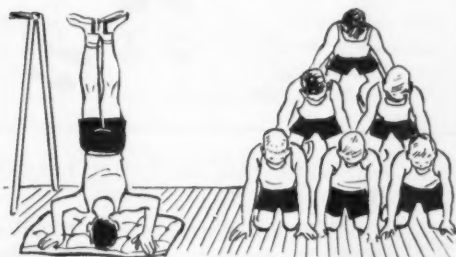
# safety lesson

## In The Gym

Write *true* or *false* before the following statements. Answers below.

1. A. \_\_\_\_\_ Headstands are safest when we use mats and stay a safe distance away from others.

B. \_\_\_\_\_ We need not use mats for this pyramid.



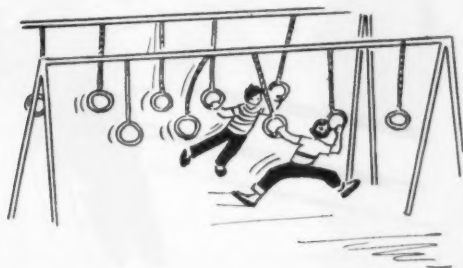
2. A. \_\_\_\_\_ It is best to keep our relay teams a safe distance from each other.

B. \_\_\_\_\_ It is all right to wear your bracelet while playing in the gym.



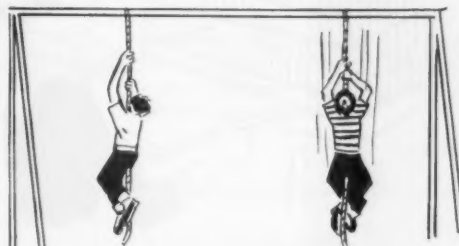
3. A. \_\_\_\_\_ We have the most fun when two of us start at opposite ends of the traveling rings.

B. \_\_\_\_\_ It is best to travel in one direction on the traveling rings.



4. A. \_\_\_\_\_ Sliding down the rope is not as dangerous as coming down hand over hand.

B. \_\_\_\_\_ A person should stay away from the rope when someone else is on it or he may be "flipped."



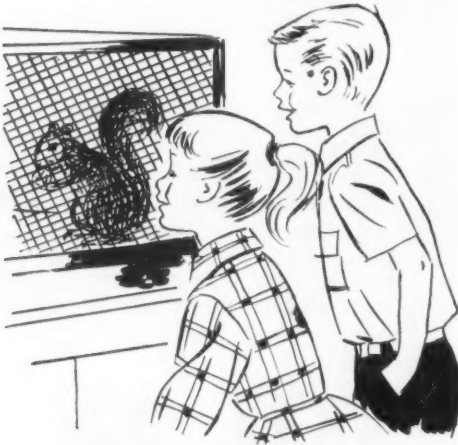
Answers: 1. A-True. B-False. 2. A-True. B-False. 3. A-False. B-True. 4. A-False. B-True.

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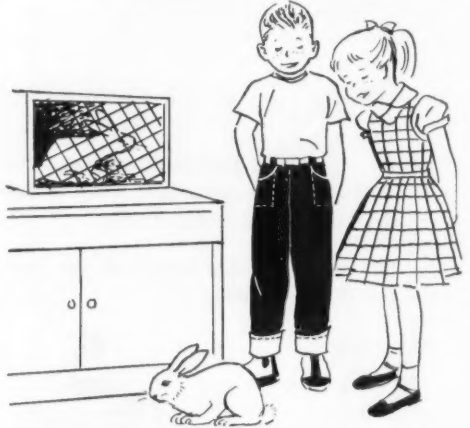
# Pets In The Schoolroom

*Circle the correct sentences.*

1. A. Squirrels are easily frightened. We should make no sudden movements when we play with them.  
B. We can have fun with squirrels by putting food through the wires of their cages.



2. A. All animals that gnaw should be kept in a cardboard or wooden cage, not a wire one.  
B. We should let our pet out of the cage now and then to give it some exercise, but we must remember not to trip over it.



3. A. Putting our pet's food in glass containers is a good idea.  
B. A cage with a removable tray for cleaning is safer than opening the cage door or lifting off the top.



4. A. White rats are better handled by holding them by the tail.  
B. Rats are more properly handled by lifting them by the nape of the neck.



*Answers: 1. A; 2. B; 3. B; 4. B.*

Junior High School

# SAFETY LESSON

## Teen - Age Driving



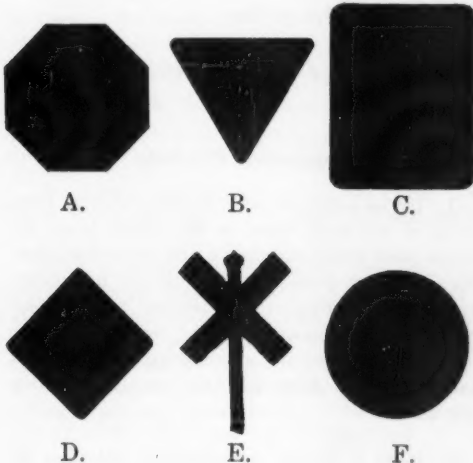
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### "Signs of Life"

The boy in the poster picture is being helped by one of the "Signs of Life." His safety and the safety of his passengers depends on whether or not he heeds the sign. Have you ever thought how difficult it would be to travel by car if there were no signs to help you? Yet some drivers ignore signs and other safety devices. That's one of the reasons more than 35,000 people are killed each year in automobile accidents.

Most of you don't drive as yet—but you soon will be eligible. How much do you know about highway signs and signals now? See how well you can do on the following test by *matching the "Signs of Life" with the correct descriptions.*

*Write in the blank the letter of the sign which fits the description.*



1. A highway-railroad crossing is ahead. \_\_\_\_\_
2. This shape states the law; parking restrictions; speed limits; etc. \_\_\_\_\_
3. Dangerous or unusual conditions ahead, such as curves, hills, sideroads, bumps, etc. \_\_\_\_\_

4. A highway-railroad crossing is here. \_\_\_\_\_
5. Come to a full stop and be sure the way is clear before proceeding. \_\_\_\_\_
6. Yield the right of way at intersections. \_\_\_\_\_

(Answers: 1—E; 2—C; 3—D; 4—F; 5—A; 6—B.)

*Now write the meaning, in the space provided, of the following standard traffic signals:*

1. Green \_\_\_\_\_
2. Red \_\_\_\_\_
3. Amber \_\_\_\_\_
4. Flashing Red \_\_\_\_\_
5. Flashing Amber \_\_\_\_\_

Answers: 1—Go; 2—Stop; 3—Clear the intersection; 4—Stop and proceed with caution; 5—Slow down and proceed with caution.

### Do You Know The Rules?

Some accidents are caused by lack of knowledge of the basic highway rules. A driver who doesn't know his rules will expect the other driver to do something that he doesn't do—hence, an accident. Listed below are some statements concerning basic highway rules. Read them carefully and mark them *true* or *false*.

1. If you are driving along a highway or street of major importance, you have the right of way over any car crossing or entering from a minor road or private driveway. \_\_\_\_\_

(Continued on next page)



Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.



2. If two cars, approaching the intersection on different streets at the same time, reach the intersection at the same time, the car on the right must yield the right of way to the car on the left. \_\_\_\_\_

3. If you are approaching an intersection, you must yield the right of way to any car that has already entered the intersection. \_\_\_\_\_

4. If a pedestrian is crossing an intersection as the light changes, for you to go, you have the right of way. \_\_\_\_\_

5. A car making a left turn off a highway has the right of way over all cars approaching from the opposite direction. \_\_\_\_\_

6. When you are driving, you must have your operator's license and automobile registration with you at all times. \_\_\_\_\_

*Answers: 1, 3, 6—true; 2, 4, 5—false.*

### Vital Information

In addition to knowing "Signs of Life," signal lights, and rules of the road, you should know something about *your* performance and the car's performance. Shown below is a sample test of this phase of safety, "sample" because it covers only a very small portion of this phase of safety.

*Check the correct answers:*

1. When you are driving and see a child run out in the road before you, the normal reaction time, from the time you first see the child to the time your foot first touches the pedal, is:

- A. One-fourth of a second.
- B. One-half of a second.
- C. Three-fourths of a second.

2. If you are driving at 60 miles per hour, the distance your car will travel during normal reaction time (from the time you see the danger to the time you first put your foot on the brake) is:

- A. 40 feet.
- B. 93 feet.
- C. 66 feet.

3. If you are traveling 60 miles per hour, under normal conditions, stopping distance—including reaction time—is:

- A. 255 feet.
- B. 186 feet.
- C. 366 feet.

*Answers: "C" in all cases.*

### Figure Your Chances

Most of the automobiles involved in accidents are in good operating condition. Accidents are usually caused by the driver's carelessness or lack of knowledge. See if you can improve your chances of safe driving by figuring the answers to the following questions: (Round figures to nearest whole number). (Normal reaction time for a driver is three-fourths of a second.)

1. If you are going 40 miles per hour, and your reaction time is three-fourths of a second, you will travel \_\_\_\_\_ feet before you *begin* to apply brakes in an emergency.

2. If you are going 30 miles per hour, and it takes 55 feet for braking distance, you will travel a total of \_\_\_\_\_ feet from the time you see the danger until you come to a stop.

3. At 70 miles per hour, under normal conditions, it takes 455 feet for braking distance to bring the car to a stop. Therefore, from the time you first see the danger, the *total* distance required for stopping is \_\_\_\_\_ feet.

4. At 50 miles per hour, the normal braking distance is 188 feet. Therefore, the *total* distance required for stopping is \_\_\_\_\_ feet.

5. The distance of \_\_\_\_\_ feet required for reaction time, plus 25 feet required for braking time, at 20 miles per hour, makes a total of \_\_\_\_\_ feet needed to stop in time.

*Answers: 1—44; 2—88; 3—532; 4—243; 5—22 and 47.*

### Suggested Projects

1. Devise a test on reaction time, braking time, rules of the road, signs of life, traffic laws, etc. Make your questions simple and understandable. Have the test mimeographed and get permission from your principal to give the test to the senior high school drivers. After the test is given, go over the questions and answers with the students taking the test. Make it a real learning situation for all.

2. Make a survey of pedestrian violations by students in your school. The survey should cover the school grounds and streets adjacent to the school. Describe the worst violations over the public address system each morning. Don't name the violators. If violations by the same students continue, take up the matter with your principal or student council.



## Senior High School

## SAFETY LESSON

## Teen Age Driving



## Are You Being Quoted?

"I don't need to slow down. I've been down this hill a hundred times."

"Did you see what that stupid driver did? How did she ever get her license?"

"I know I have the right of way. That guy'd better slow down or else."

"Look at that dumb pedestrian—doesn't he know the street is for cars?"

"This car will stop on a dime and give you nine cents change!"

"Well, that's a stupid law!"

"Sure, I believe speed is the greatest cause of accidents—for those who don't know how to drive."

"We'll be there before you get started!"

"Come on, pile in! The more the merrier!"

"Four hours? Why it took me only three hours to make that trip."

"Let's stay a while longer. I can 'pour the coals' to the old jalopy on the way back and make it on time."

Think a while. Do you recall any instances when you said something similar to the above? If so, check the statements that could be attributed to you. How do you feel when you read the statements now? Sound pretty bad, don't they? Yes, statements like those above were made by people who contributed heavily to the 1956 traffic toll of 40,000 dead and 1,400,000 injured.

## Are You Being Described?

Holds the steering wheel with one hand.

Speeds right up to a full stop sign and slows down a bit before entering the highway.

Brags that he is always the first one away from a red light.

Speeds up to a red light and then jams on brakes.

Races his motor, when parked for a red light, just to see pedestrians walking in front of his car flinch.

Zooms by a whole line of cars, honking his horn madly.

Takes sharp turns without giving any hand signals.

Likes to straddle the center line on the road.

"Scratches" off from the school parking lot each day.

Do any of the above descriptions fit you? Are you guilty of having such a poor attitude when you drive that you endanger your life and the lives of those near you? When you get behind the steering wheel, do you change from a normal, courteous person to a raving maniac?



Nice guy turns . . .



. . . into a jerk.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

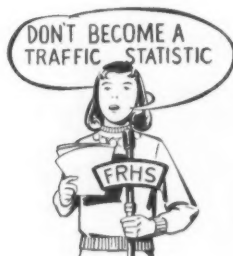
## What Is Your Attitude Like?

Automobile safety experts agree that the most important single factor in safe driving is the driver's attitude. True, knowledge and skill play important parts in safety, but poor attitude is the cause of most accidents. The only person who can really change your attitude is *you!*

Discuss in class the undesirable attitude traits you have witnessed, include your own weaknesses. Have a recorder write the main points on the board. Discuss how you can overcome the undesirable traits.

## Set An Example

The junior high school students often "hero worship" senior high students. They admire the athletes, scholars and leaders in senior high and often attempt to imitate them. Are you setting a good example for them to follow?



One way to help junior high students is to impress

upon them the importance of developing a good driving attitude. One way to do this is to start an "Improve Your Attitude" campaign. Present a skit and several short talks at an assembly program; design posters that carry short but effective messages on attitude; broadcast daily slogans over the school public address system; and set up a "senior patrol" to improve student driving in and around the school grounds.

Make an all-out effort to get students to realize the importance of improving their attitudes—and improve your own.

## Do You Know?

See how well you do on the following test. Underline the correct answer in each case.

1. You are driving along an unfamiliar road. You see a circular sign but you can't read the writing on it because of splattered mud. By its shape, you know it: (A) indicates a full stop ahead; (B) warns that a highway railroad crossing is ahead; (C) tells you that you must yield the right of way at the next intersection.

2. You are driving at night and a heavy fog has descended. The lights to use for best visibility are: (A) parking lights; (B) upper headlight beams or "brights"; (C) lower headlight beams or "dims."

3. As you approach an intersection, you see a red flashing light. You should: (A) come to a full stop and then proceed with caution; (B) slow down and then proceed with caution; (C) wait until the light changes to green.

4. You are driving along a street with trolley car tracks. It is raining. You have to cross the tracks. You should: (A) turn gradually across the tracks; (B) cut across the tracks at a wide angle; (C) drive on the tracks for a while before crossing them.

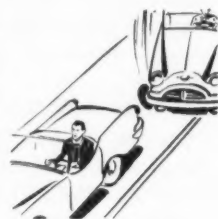
5. As you approach an intersection, you should: (A) glance right and then left before crossing; (B) keep your eyes straight ahead; (C) glance left and then right before crossing.

6. As you drive along on an extended trip, steam forms on the inside of your windshield. You should: (A) increase your speed; (B) wipe off the windshield frequently; (C) open a window slightly.

7. You are driving at the legal speed limit. A driver behind you honks his horn and starts to pass. You should: (A) block him to keep him from exceeding the speed limit; (B) speed up to get away from him; (C) decrease your speed slightly and wave him past you.

8. You are driving behind a school bus which makes a sudden stop. You should: (A) slow down and pass slowly; (B) pass the bus, honking your horn; (C) stop behind the bus and wait for it to start again.

9. In bringing your car to a non-emergency stop from a speed in excess of 30 miles per hour, you should: (A) depress the brake pedal first and the clutch pedal later; (B) depress the clutch pedal first and the brake pedal later; (C) depress the clutch and brake pedals simultaneously.



Answers: 1—B; 2—C; 3—A; 4—B; 5, 6, 7, and 8—C; 9—A.

# Bulletins

## Subscribers to SAFETY EDUCATION: Apply for NSC Membership Now!

Schools and individuals subscribing to *SAFETY EDUCATION* Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to *SAFETY EDUCATION* which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1958, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.*

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name \_\_\_\_\_

Title \_\_\_\_\_

Street Address \_\_\_\_\_

City and State \_\_\_\_\_

The subscription is in the name of \_\_\_\_\_

(School or Individual)

## Louis Seltzer is chairman of NSC church safety . . .

Louis B. Seltzer, editor of the *Cleveland Press*, has accepted the chairmanship of the National Safety Council's newly created Church Safety Activities Committee.



Louis B. Seltzer

General George C. Stewart, executive vice president of the Council, said the appointment would combine two of the well-known newspaper editor's major interests—promoting safety, and furthering civic cooperation between religious groups.

"Mr. Seltzer," Gen. Stewart said, "was asked to serve in this important capacity because of his broad background in working with leaders of all the religious denominations in the United States, because of his dedication to accident prevention, and because of the profound respect held by the people of the nation for his leadership."

Seltzer was national chairman of 1957 Brotherhood Week (reappointed for 1958), and is president of the Greater Cleveland Safety Council. In 1951, he was given the top award

of the National Conference of Christians and Jews.

Seltzer's first task as chairman of the Council committee is to appoint other members. The purpose of the committee is to develop and guide the National Safety Council's work with church leaders.

## dates set for president's conference on occupation safety . . .

Dates for the President's Conference on Occupational Safety have been set for March 25, 26 and 27, in Washington, D. C. For further information, write the Director, Bureau of Labor Standards, Department of Labor, Washington 25, D. C.

## AMA article discusses competitive sports for pre-teen children . . .

In an article in *Today's Health*, publication of the American Medical Association, entitled "Competitive Sports Before the Teens," John Lester Reichert, M.D., points out: "An extensive study of Cleveland junior high school boys . . . showed that a group engaged in highly competitive interschool athletics did not gain as much in height, weight and lung capacity as did a comparable group of boys in the

(Continued on next page)

## Bulletins

(Continued from page 35)

same school who were participating in a program of physical education and intramural athletics."

Dr. Reichert also refers to a study made in the Minneapolis schools which revealed 14 unrecognized fractures in 57 pre-teen boys at the end of an athletic season. Many of these fractures had been concealed by the players because they feared they would be accused of being sissies by their coaches or fellow players. Most of the fractures occurred in the hands, wrists, forearms, feet, ankles and lower legs.

Emphasizing that he is talking only about competitive sports in which the chief stress is placed on winning, without thought of the physical and emotional pressures which are being placed on the child, Dr. Reichert suggests that community athletic programs be entirely voluntary, that undue emphasis not be placed on any one sport nor on winning alone, that the best possible professional leadership be obtained, that programs be organized with the cooperation of the local medical group and medical examinations given the children before they are allowed to participate, that body contact sports be eliminated and that opponents be matched carefully in levels of physical and emotional development and not just in age group.

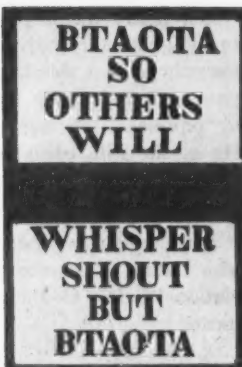
### nation to celebrate Brotherhood Week from February 16 to 23 . . .

Special events in more than 10,000 communities throughout the United States will mark Brotherhood Week February 16 to 23. The 1958 theme for Brotherhood Week is "Brotherhood for Peace and Freedom—Believe It!—Live It!—Support It!" Purpose of the observance: to give people an opportunity to rededicate themselves as individuals to the ideals of respect for people and human rights.

Brotherhood Week would provide an opportunity for your school to give special attention to the safety program—for good safety attitudes tie in closely with concern for oneself and for one's fellow man. The big promotion during Brotherhood Week, according to Dr. Everett R. Clinchy, president of the National Conference of Christians and Jews, will be to urge people to do more than give the principles of brotherhood mere lip service. "By getting to know the other fellow," says Dr. Clinchy, "the one who has a different creed, race or national origin than yours, by understanding his viewpoint, his ambitions and goals, you will find old prejudices disappear."



*At the Altoona, Pennsylvania, high school, a concentrated campaign to Back the Attack on Accidents was carried on by driver education and art classes. Signs such as those at right piqued the curiosity of students for several days until they learned, above, what the mysterious letters spelled out.*



### public officials draft ways of licking the traffic accident problem . . .

A two-day Public Officials Traffic Safety Conference, to reappraise the nation's accident prevention efforts and to establish a list of priority measures, was held December 9 and 10 in Washington, D. C.

The conference, limited to public officials responsible for traffic safety, met under the auspices of the President's Committee for Traffic Safety.

"A national emergency exists in the field of safety," said Governor Abraham Ribicoff of Connecticut, chairman of the Highway Safety Committee of the Governors' Conference. He set the goal: traffic accidents can be halved, with a resultant saving of 20,000 lives annually, if every state will fully implement a balanced, integrated, continuing traffic safety program.

A wide range of immediate and long-range priorities were drafted in eight workshops in the fields of enforcement, education, engineering, laws and ordinances, motor vehicle administration and official coordination (both local and state). Guideposts were also approved in the special fields of accident records, research and public information programs.

Priorities set in the field of education were as follows:



- Require all persons less than 18 years of age to complete a state-approved driver education course before being issued a license.

- Provide a qualified person in every school system to serve as coordinator of safety education.

- Expand and improve teacher preparation for driver and traffic safety education.

- Have teacher education institutions include in their degree-granting programs appropriate safety education courses directed by qualified college instructors.

- Expand college and university activities for adult training of both drivers and future safety officials.

- Make driver education more widely available by offering it during the summer at evening sessions to high school students, adults and out-of-school youth.

- Provide more rigid selection of school bus drivers, with wider use of physical and other tests, and expand school bus driver training.

- Ask Congress to remove the federal excise tax on automobiles which dealers lend to schools with driver education courses.

The President's Committee is scheduling four regional conferences, to develop public support for the recommendations of the Public Officials Traffic Safety Conference. Dates and places are: March 11-12, Atlantic City, New Jersey; April 1-2, Chicago, Illinois; April 8-9, San Francisco, California; and May 29-30, Miami Beach, Florida.

## Indiana legislature cites safety in vocational education amendment . . .

When schools enter into cooperative programs with industries to train students on-the-job for vocations they will later enter, they must accept responsibility, along with the industry, that the place of work is "jointly approved as to conditions of work, including safety factors by the safety inspectors of the Indiana Division of Labor and the proper school authorities."

This is the wording of a recent amendment to the 1913 Vocational Education Act passed by the 1957 Indiana General Assembly to go into effect April 1, 1957.

The statement on safety is a condition of the following amendment: "Any public school corporation may through its appropriate officials enter into cooperative programs with employers of labor wherein said employers agree to provide employment for students, enrolled

in school-directed vocational education programs, to learn the manipulative skills or manual processes of an occupation and such employers are hereby authorized to employ such students in otherwise restricted occupations for the purpose of vocational education training."

Another condition: "that training in the occupation is approved by an authorized school authority and is school supervised."

## defective vehicles kill . . .

The Association of Casualty and Surety companies and the American Association of Motor Vehicle Administrators has estimated that approximately 2,500,000 accidents are caused, directly or indirectly, by defective vehicles.

The Association said more than one-half of the vehicles inspected during various periodic investigations have been defective and have failed to pass even a basic test. For this reason, safety leaders estimate that disabled vehicles may be the cause of one-fourth of our traffic accidents.

Fourteen states have an inspection program. Older cars fail 85 per cent of the time, while new cars' defections run as high as 45 per cent.

(Continued on next page)

## for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



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Lots of 25 . . . . . 30c each	Lots of 100 . . . . . 25c each

### SIGNAL FLAGS—12x18 inches

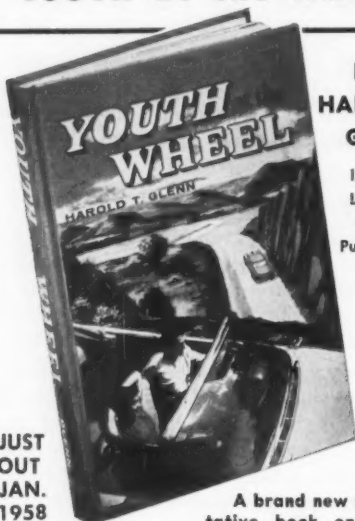
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"Book Publishers Since 1899"

## Bulletins

(Continued from preceding page)

Many states have shown a drop in accident rates after beginning inspection programs. New Jersey fatalities dropped 32 per cent, and Utah and Texas reported definite drops in accidents due to disabled vehicles after inspections.

In addition, inspections lessen depreciation, and save motorists money by detecting possible mechanical breakdowns before they occur.

## 77 million drivers on the road . . .

Some 77,869,284 people were licensed to drive in the United States during 1956, according to the Bureau of Public Roads of the U. S. Department of Commerce, which issued that figure as the number of operators and chauffeurs licenses in force during that year.

California had the most driver licenses in force, with an estimated total of 6,964,514. Its neighboring state, Nevada, had the lowest number of licenses, 162,932.

## NSC offers youth traffic safety kit . . .

The National Safety Council has developed a new, improved version of its Operation Safety Activities kit for high school student groups. This kit, introduced during the 1955-56 school year, has been enthusiastically received by school groups.

The kit gives youth groups a set of tools for use in solving their own traffic problems and offers suggestions for tying in student traffic safety efforts with the nation-wide *Back the Attack on Traffic Accidents* campaign, which runs through 1958, as well as with those of official and voluntary agencies and civic groups in their communities.

Entitled "Operation Safety for High School Student Councils and Groups," the kit contains an entire school year program. The program is based on the Operation Safety themes used widely by states and local communities.

Student Councils, FFA Chapters, 4-H Clubs, Hi-Y and Tri Hi-Y, Safe Driving Clubs, Student Safety Councils and Safe Driver Leagues, and teen-age conference groups all will find many uses for this kit in carrying on their activities.

Kits can be obtained from the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Prices are: One to nine kits, \$1.50 each; 10 to 99 kits, \$1.25 each; 100 to 999 kits, \$1.10 each, lower prices for larger quantities. (Prices are reduced 10 per cent to Council members, schools, colleges and public libraries.)

# Views REVIEWS

*Bicycle Safety Skills*, a new Coronet Films release, was produced with the assistance of the Public Education Division of the National Safety Council's Traffic and Transportation Department. It is a ten-minute film in either black and white or color.

The film shows the elementary school bike rider the safety rules he or she must know and practice in order to pass the test for an operator's license. An older boy, who has such a license, instructs his younger brother on performance techniques, traffic rules and procedures, and inspection practices that will make him a safe rider.

The idea presented is that good, safe bike riders of today are on their way to being good, safe motorists of tomorrow. Some scenes of the test for an operator's license are included.

Prints can be purchased from Coronet Films, Coronet Building, Chicago 1, Illinois. Rental prints are usually available from film rental libraries and university film libraries throughout the country.

Zurich-American Insurance Companies have sponsored a filmstrip and record dealing with the home workshop. Entitled *Woodworking Hazards*, this 15-minute, black and white production tells the do-it-yourselfer how to do it without injuring himself. Included are precautions and instructions for the drill press, lathe, grinders, band and rip saws, soldering irons and other machinery. Hand tools, protective equipment and clothing, and good house-keeping-fire prevention are also covered. The film is thorough, although the story is contrived. It could be used in adult education courses and for school shop students.

Prints are available on a loan basis from local Zurich-American agents. For a small service charge, the home office, 135 S. La Salle St., Chicago, Ill. will send prints.

Socony Mobil Oil Company distributes free of charge, through Audio-Visual School Service, a film-strip on bicycle safety. The 52-frame color film compares safety practices for pilots with safe bike riding. The idea is emphasized that the "expert," whether he is a pilot or a bike rider, knows and observes all the rules. A friendly pilot explains and illustrates bicycle

safety rules to two elementary school children. The Bicycle Safety Institute's 12 basic safety rules are incorporated in the story.

Contact Audio-Visual School Service, 48 E. 29th Street, New York 16, N. Y., or Socony Mobil Oil Co., 26 Broadway, New York 4, N. Y., for prints.

Eye Gate House, Inc., 2716 41st Avenue, Long Island City 1, New York, has two silent color filmstrips, 29 frames each, for the elementary school level. One, *Dangerous Friends*, illustrates dangers of certain things which children might play with, but shouldn't. Fire, poisons and other harmful materials are included. *Tiny, the Magic Ounce* shows how to prevent accidents by following safety rules. The theme, "an ounce of prevention is worth a pound of cure," is applied to safety. Both filmstrips are for purchase only.

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# Operation Auto Safety

The deaths of three students shocked their classmates into *doing* something about traffic safety in their school . . .

*By Jack E. Moore  
Director of Student Activities  
El Rancho High School  
Rivers, California*

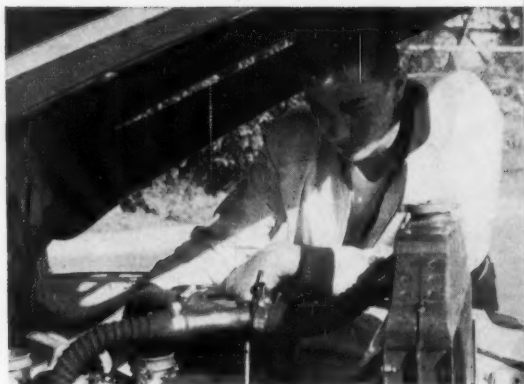
IT was a shock that was felt deeply throughout our high school last year when a tragic automobile accident took the lives of two of our students and injured another boy seriously.

The accident had been caused by brake failure, and somehow the sight of those three empty desks and the thought of this sickening, wasteful loss of life moved our students to do something to prevent similar occurrences.

The result was "Operation Auto Safety," a new school traffic safety program which has called for official registration of all student and faculty vehicles, stressing correct mechanical condition and proper driving habits.

The proposed program was developed by the Boys' Council at the school, an organization which has as its objective "the promotion of the highest standards of student conduct" and thereby accepts the concern and responsibility for student safety attitudes and practices. Its "Operation Auto Safety" was unanimously adopted by the student government, which foresaw many advantages in the registration and control of campus vehicles.

First off, there had to be a safety-check of all the nearly 250 student-operated vehicles being driven to school. The Boys' Council enlisted the help of the auto mechanic shop classes and the California Highway Patrol. The



Above: An El Rancho student looks under the hood of classmate's car to check workings of horn, wiring.

car registration program was based upon an official safety-check system similar to those used by law enforcement agencies. Included in the comprehensive check list against which the student autos were checked were: license plates and tags, tires, lights and wiring, window glass, steering gear, mirrors, windshield wipers, horn, brakes (performance) and liability insurance.

Vocational auto shop instructor William LaPorte supervised the students who checked the cars, with highway patrol officers acting in an advisory capacity.

Some 71 student-operated vehicles failed the strict safety inspection and had to be repaired before they could be driven to school again. Lights and brakes led the list of equipment failures. Since brake failure was the cause of the original fatal accident, students were pleased to cooperate in the program. A majority of the students whose cars didn't pass the test had the defects repaired promptly.

After the safety-check, vehicles were registered in a cross-filed identification system: according to license number, model and make, and driver's name. Small decals were placed on windshields to help identify unauthorized autos. Since then, students found breaking traffic rules or using cars illegally have been counseled and a few have been denied use of campus facilities.

Teachers and staff members caught the spirit and volunteered their cars for safety-checks also. All safety-checked adult cars now also wear decals to aid in identification.

It was too bad that our students had to learn the value of traffic safety through a sickening accident which took the lives of two of their classmates. But now that they have, we expect a proud safety record at El Rancho●



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